

Exploring Master's degree education from the viewpoint of customer-dominant logic

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Exploring Master's degree education
from the viewpoint of customer-dominant logic

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The objective of this thesis is to develop a deep understanding of Master's degree students of Laurea University of Applied Sciences. This understanding is used to develop student-centric learning environments. This thesis is connected to a development project of the Finnish Ministry of Education and Culture that aims to reinforce and profile the role of research, development and innovation (RDI) activities in Master's degree education.

Central concepts of this thesis are design process, design thinking and customer-dominant logic. Design thinking is an approach to problem solving that combines creative and analytical thinking. Design process is a nonlinear sequence of activities that utilizes creative thinking in problem solving. Customer-dominant logic is a customer-centric business logic. These concepts form the framework for a case study that models Laurea's Master's degree students into customer personas.

The case study utilizes a variety of qualitative methods in order to develop a deep understanding of Laurea's Master's degree students related to the development project. Combined insights from students' self-documentation, interviews and workshops are refined into customer personas. Customer personas are an instrument of transferring the insights from the case study in a comprehensible form to other stakeholders that take part in the next stages of the design process.

From a theoretical perspective, customer-dominant logic and design thinking are stated to supplement one another. Customer-dominant logic provides clarity as to what needs to be understood about the customers, which is sporadically defined in design thinking. Design thinking highlights the necessity of adopting the customer's point of view, and provides methods to frame the insights into a usable form later in the design process.

Four customer personas of Master's degree students are presented as the outcomes of the case study. The personas can be used in developing a student-centric learning environment. The personas demonstrate Master's students' reasons to study, their internal logic related to their objectives, preferences and frustrations, as well as enablers and limitations present in their lives related to learning. Students' worlds, which the UAS and studying are merely a part of, are presented from their perspective. The customer personas enable student-centric development of learning environments that integrate RDI activities into their lives.

This thesis presents a process of case study that aims for a deep understanding of the customers. It discusses the benefits of customer-centricity in UAS's Master's degree education. Customer-centric thinking is seen as a foundation for developing meaningful learning environments from the students' point of view.

Keywords: customer-dominant logic, design thinking, higher education, persona

Jaakko Porokuokka

YAMK-opiskelu asiakaslogiikan näkökulmasta

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Tämän opinnäytetyön tavoitteena on syventää ymmärrystä Laurea-ammattikorkeakoulun ylempään ammattikorkeakoulututkintoon johtavan koulutuksen opiskelijoista. Muodostettua ymmärrystä hyödynnetään opiskelijakeskeisten oppimisympäristöjen kehittämisessä. Opinnäytetyö kytkeytyy opetus- ja kulttuuriministeriön hankkeeseen, jossa kehitetään tutkimus-, kehitys- ja innovaatiotoiminnan (TKI) vaikuttavuutta sekä profiloidaan ylemmän ammattikorkeakoulututkinnon TKI-toimintaa.

Opinnäytetyön keskeisiä käsitteitä ovat muotoiluprosessi, muotoiluajattelu sekä asiakaslogiikka. Muotoiluajattelu on luovaa ja analyyttistä ajattelua yhdistelevä, asiakaskeskeisyyttä korostava lähestymistapa ongelmanratkaisuun. Muotoiluprosessilla tarkoitetaan epälineaarista, asiakaskeskeistä ja luovaa ongelmanratkaisuprosessia. Asiakaslogiikka on asiakaskeskeisyyttä painottava liiketoimintalogiikka. Lopputyössä näiden teorioiden muodostamaa viitekehystä käytetään lähtökohtana tapaustutkimukselle, jossa Laurea-ammattikorkeakoulun YAMK-opiskelijoista muodostetaan asiakasprofieileja.

Tapaustutkimuksessa muodostetaan syvälinen ymmärrys Laurean YAMK-opiskelijoista hankkeen tavoitteisiin liittyen. Laadullisina tiedonhankintamenetelminä käytetään itsedokumentointia, haastatteluja sekä työpajoja. Tapaustutkimuksessa kerätty tieto tuodaan ymmärrettävien asiakasprofiilien muodossa muotoiluprosessin seuraaviin vaiheisiin osallistuville sidosryhmille.

Teoreettisen tarkastelun kautta asiakaslogiikan ja muotoiluajattelun todetaan tukevan toisiaan. Asiakaslogiikka tarkentaa ja jäsentää muotoiluajattelussa hajanaisesti määriteltyä asiakasymmärryksen sisältöä. Muotoiluajattelu korostaa asiakkaan näkökulman omaksumisen tärkeyttä sekä tarjoaa menetelmiä hankitun tiedon jalostamiseksi muotoiluprosessin edetessä hyödynnettävään muotoon.

Tapaustutkimuksen tuloksina esitellään neljän erilaisen YAMK-opiskelijan asiakasprofiilit, joita voidaan hyödyntää opiskelijakeskeisten oppimisympäristöjen kehittämisessä. Asiakasprofiileissa kuvataan opiskelijoiden syitä opiskella, opiskelujen tavoitteisiin liittyvää sisäistä logiikkaa, mieltymyksiä ja turhaumia sekä opiskeluun liittyviä mahdollistavia ja rajoittavia tekijöitä näiden elämässä. Opiskelijoiden maailma kuvataan heidän omasta näkökulmastaan, jossa opiskelu ja oppilaitos ovat vain osa heidän maailmaansa. Asiakasprofiilit mahdollistavat TKI-työn vaikuttavuutta lisäävien ja profiloitumista korostavien oppimisympäristöjen opiskelijakeskeisen kehittämisen.

Opinnäytetyössä muodostetaan ja esitellään asiakasymmärryksen tähtäävä, toistettava tapaustutkimuksen malli. Työn lopussa keskustellaan asiakaskeskeisyyden tuomista mahdollisuuksista ylemmän AMK-opetuksen toteutuksessa. Asiakaskeskeisen ajattelun todetaan mahdollistavan keskenään hyvin erilaisille YAMK-opiskelijoille mielekkäämpiä ja tarkoituksenmukaisempia oppimisympäristöjä, mikäli ympäristöt kehitetään alusta alkaen tukemaan heidän tavoitteitaan sekä integroitumaan heidän arkeensa.

Avainsanat: asiakaslogiikka, asiakasprofiili, korkeakouluopetus, muotoiluajattelu

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1 Introduction

Approximately 8000 students are studying towards their Master's degree in Finnish Universities of Applied Sciences (Varjonen, Huotari & Sutela 2013, 3). The mission of UAS's is fundamentally different from traditional universities. While traditional universities aim to *"promote free research and academic and artistic education, to provide higher education based on research, and to educate students to serve their country and humanity"* (558/2009, § 2), the mission for UAS's is to provide higher education to support *"professional expert jobs based on the requirements of working life and its development, and to support the professional growth of individuals"* (932/2014, § 4).

UAS's have the freedom of research and teaching (932/2014, § 9), including the freedom to develop their learning environments. While conducting their mission, UAS's are particularly required to collaborate with regional industries and other working life (932/2014, § 6). Consequently, learning environments should support this collaboration.

This thesis outlines the process used in developing new learning environments for Master's degree students in Laurea University of Applied Sciences. It focuses on the initial phase of the development project, aiming to develop a deep understanding of the students, which would be used as the focal point in developing student-centric learning environments. The first chapters of the thesis frame the background and objectives of the thesis, followed by a discussion and reasoning for the theoretical foundation guiding the research activities and the roadmap of the project. The focus is then shifted on the process and methods used in customer research in the case organization. The latter parts of the thesis present the outcomes, take a critical look at the research to refine the methodology, and describe avenues for further research.

1.1 Background of the thesis

In 2014 to 2015, the Finnish Ministry of Education and Culture initiated a national project called *"UAS Master's degree education to have a strong RDI impact"*. The aim of the project was to significantly reinforce and profile the role of research, development and innovation (RDI) activities in Master's degree education. The project was set to combine the development work of both Master's degree education and RDI activities, in order to strengthen the transition, development and reformation of knowledge and skills between higher education and working life. Supporting networking and developing the utility of diversity in networks, increasing the multidisciplinary nature of working life innovations, bringing education and working life closer together, and supporting the generation of communal knowledge were all seen as instruments of responding to the changes that have taken place in working life. (Salminen & Varjonen 2013, 1.)

All Finnish UAS's took part in the project. The project consisted of four work packages (Salminen & Varjonen 2013, 1; Ojasalo 2015, 2):

- 1) Learning environments that promote workplace reform and RDI activities
- 2) Workplace reform with the help of multidisciplinary development skills
- 3) Diversity competence as a tool for future work communities
- 4) UAS Master's degree teacher's role as a bridge builder

Master's degree students of UAS's are in a key position in terms of transitioning knowledge between working life and academia. Working in expert positions in both public and private sector, they have a significant role in the development of working life. The networks that interlink different fields of business, study programs and organizations together have an ever-increasing role in Master's degree learning, and in transitioning knowledge to working life. The needs of working life and new forms of learning require interfaces between working life and academia that support RDI activities and promote the production of multidisciplinary knowledge, networking, communal learning, and increase the regional impact of education. (Varjonen et al. 2013, 3.)

Laurea UAS participated in work package 1. This package aimed to develop learning environments, as well as meeting and development environments to support RDI activities in both digital and physical world. The environments would be used in developing operational culture that utilizes communal knowledge. (Varjonen, et al. 2013, 3; Ojasalo 2015, 2.)

The development project in Laurea was kicked off in a workshop with a group of Laurea's Master's degree teachers and Director of Master's degree education Katri Ojasalo. During the workshop, the project was framed in a design brief (Appendix 1) that followed the structure introduced by Liedtka and Ogilvie (2011, 204). While the goals and a rough framework had been discussed prior to the workshop, crafting the design brief is considered as the official starting point for this project.

To understand the reasoning behind the customer research described in this report, it is necessary to understand how the outcomes of the research would be used later on in the project. The project description and goals were documented in the design brief during the workshop as follows:

Utilizing Service design tools and methods, the project aims to develop new concepts of what studying in Laurea's Master's degree programmes might be in the future. Central themes for the concepts include utilizing interfaces of multidisciplinary education, collaboration with working life and integrating RDI activities in studying. Prototyping will be used to assess the functionality and relevance of the concepts.

Central themes of multidisciplinary education interfaces, working life collaboration and RDI-studying-integration would also serve as central themes for the customer research. The desired outcomes of the entire project, the learning environments, were also expected to reflect the themes mentioned. During the discussion the participants expressed their concern that Master's degree education is stuck in conventional ways of thinking. UAS's were noted to have a long legacy of focusing on students' current employees as the framework for learning projects. While this was not considered to be a negative factor, the limitations in scheduling the collaboration with students' employees and the workload resulting from the present line of thinking were noted as some of the key reasons hindering RDI integration into studies. Current learning environments were considered unable to match the networked and mobile nature of current and future working life.

1.2 The objective, purpose and the approach of the thesis

This thesis is a part of the project described above. The objective of the thesis is to *obtain an understanding of Laurea's Master's degree students in order to develop new, customer-centric learning environments*. The viewpoint of this thesis is that of service marketing. Within this thesis, Laurea UAS is looked upon as a service provider, learning environments are seen as service offerings, and the Master's degree students are considered customers. Pedagogical aspects are intentionally left outside the scope.

Furthermore, the purpose of the thesis is to observe *how adopting the viewpoint of customer-dominant logic affects early phases of a design process*. The scope of this thesis focuses on the initial phase of a thinking process, in particular on generating understanding of the customers. This initial phase aims to obtain and communicate a deep insight of the customers. These insights serve as a foundation for later stages of the design process, during which new concepts are developed. As this thesis is a part of a longer development project, the outcomes of this thesis are interim tools that will be used in the next stages of the development project.

This thesis describes the process of collecting, generating and interpreting data needed to design new service concepts in a customer-centric way, as well as communicating the insights in a meaningful form for design purposes. As the purpose of the thesis is to observe the effects of customer-dominant logic on a design process, the approach and the methods described are intended to be applicable to other organizations in a similar setting. However, the outcomes of the customer research are bound to the case organization, the objectives of the project, the customer base, and the type of service offerings developed. Consequently, the utility of the outcomes from the process is limited to the case organization.

The objective of this thesis is limited to obtaining an understanding of Laurea's Master's degree students. The group of students itself is limited, and can be divided into smaller

groups based on the field of education of the Master's degree programmes. The approach of this thesis is that of case study. A case study aims to answer questions such as "how" and "why", and it is a suitable method to obtain a deep understanding of the research subject (Ojasalo, Moilanen & Ritalahti 2014, 52-53; Yin 2009, 4, 8-9).

1.3 The structure of the report

The first chapters of this section covered the background and defined the objective and the purpose of this thesis. The following chapters in this section will discuss the key concepts that are used throughout the thesis.

Section 2 discusses the theoretical framework that serves as a foundation for the case study. In this section, the characteristics of design process, design thinking and customer-dominant logic are observed individually. Section 2 elaborates what kinds of implications each of these approaches have on customer research that aims to develop new service concepts. These implications are then observed together and summarized as guidelines for customer research that is explained in detail in the later chapters.

Following the theoretical section, Section 3 bridges the theory with the case study. The objectives of the larger scale development project are reflected upon the guidelines set in Section 2. The nature of the information to be collected is discussed, along with the methods used. The reasons for choosing each method is explained to display how the theoretical framework affects the customer research. Application of each method is described in detail.

In Section 4 the insights from the customer research are framed to align with the requirements of the theoretical framework and the goals of the development project. The outcomes from the case study are presented.

In Section 5 conclusions are drawn from the case study. The methods and process are assessed and suggestions are given for improving their applicability. The section ends with proposals for further research and discussion about the role of customer-centricity in higher education.

1.4 Key concepts of the thesis

This chapter presents some of the key concepts to avoid confusion regarding the terminology used in this thesis. Some of the terms used frequently require elaboration to avoid misunderstandings, as they can be defined in a variety of ways. Also, fields of service marketing and design use different dialects, which are brought together in this chapter.

This thesis resides within a project that develops *learning environments*. The extent of the term "*learning environment*" was discussed with Laurea's instructors during a workshop that served as a starting point for the project. Learning environment is a central concept for this

thesis, and therefore needs to be elaborated. Learning was considered to be independent of time, place and pre-determined context. Learning can take place anywhere, with any people and in any context or situation. Whether a person learns is not the case of which physical, virtual or social environment they are in. The term was also considered controversial; “*Can anyone think of an environment in which no learning whatsoever takes place?*” Willingness to break free from a location-based way of thinking about learning environment was expressed on multiple occasions. Kerosuo (2003, 119) describes learning environments as venues or places, spaces, communities or practices that contribute to learning. This thesis is in line with the definition. Places and spaces take into consideration both physical and virtual environments. Communities and practices are considered as methods that contribute to learning, as well as social interconnections. Social institutions, such as working life, peer-relationships and mentorships, are considered to be learning environments as well, as long as they facilitate learning.

Within the context of this thesis, the term *customer* refers to Master’s degree students of Laurea UAS, in a sense that the students are customers in a business-to-customer setting. The term customer is adopted from the field of service marketing. This term is rooted in service marketing, which is also the viewpoint of this thesis. However, as the thesis also explores the field of design, the terminology used can become confusing. In design literacy, the term *user* is commonly used when referring to the end-users. Differentiating the concepts of customer and user would be justifiable if there was a middleman in the exchange that might be considered to be a customer instead of the end-user. For the purpose of this thesis, making a difference between these terms would be counter-productive; the students are in direct interaction with the provider, and there are no middlemen that might be considered to be customers for the concepts. In the context of this thesis the customers are also considered to be the users of the concepts that are being designed, and the end-users and the customers are fundamentally the same people. In the context of this thesis, *users* are referred to as customers. The thesis acknowledges that Finnish legislation dictates that UAS’s are expected to deliver education “*based on the requirements of working life and its development*” (932/2014, § 4) and accordingly working life could be looked upon as a customer for their activities. Framing the Master’s degree students as the customers in this thesis is a conscious choice.

The concepts of *Master’s degree education* and *Master’s degree student* follow the definitions of Polytechnics act (932/2014). Master’s degree education refers to a second-cycle degree (932/2014, § 11), and Master’s degree student refers to a student participating in such education. In order to be eligible to apply to Master’s degree education in the UAS context, the student must have an applicable degree and a minimum of three years of work experience after completing the prior degree (932/2014, § 25). This thesis focuses only on Master’s

degree students studying in Laurea UAS. Open polytechnic education has not been included in the thesis.

Design thinking has a notorious number of definitions from as many authors. Tschimmel (2014, 1-2) describes design thinking as a “*designers’ way of thinking and working*” and as “*a complex thinking process of conceiving new realities, expressing the introduction of design culture and its methods into fields such as business innovation*”. Kolko (2015, 68) describes it as a set of principles, including empathy with customers, principle of prototyping and a tolerance for failure to mention a few. In this thesis design thinking refers to an exploratory problem-solving approach that balances creative and analytical thought processes (Ingle 2013, 2) that takes a customer-centric mind-set towards developing new concepts. Characteristics and implications of design thinking are explored in detail in later chapters.

This thesis is framed within early stages of a *design process*. Design process is generally speaking an approach to problem-solving, framed in a nonlinear sequence of activities that utilizes creative thinking in problem solving (Tschimmel 2014, 5). Design process can be framed in a number of ways (e.g. Liedtka & Ogilvie 2011; Curedale 2013 a; Ambrose & Harris 2010; Brown 2009; Ojasalo, Koskelo & Nousiainen 2015; Tschimmel 2012). In this thesis, design process models originate either from design thinking or service design. Service design is a sibling concept of design thinking introduced earlier (Kuosa 2012, 25).

Customer research refers to the activity of collecting information of the customers using qualitative research methods. As in this thesis users are essentially customers, the term also covers what what would be referred to as *user research* in design dialogue.

2 Synthesizing customer-dominant logic with design process and design thinking

This chapter outlines the theoretical framework of customer-dominant logic, design process and design thinking on a general level. It focuses on the purpose of this thesis; *how does adopting the viewpoint of customer-dominant logic affect early phases of a design process?* First, the foundational theory of customer-dominant logic and its research implications are discussed. Next, the concept and characteristics of design thinking and design process are introduced. Finally, the three concepts are reflected upon each another to summarize guidelines for customer research.

2.1 Customer-dominant logic of service

Recent academic discussion in the field of business logics has focused on value identification and creation (Ojasalo & Ojasalo 2015, 309). In the field of service, the conversation has revolved around different logics that portray managerial mental models (Heinonen, Strandvik & Mikkelsen 2010, 531-532). Customer value has been noted as one of the fundamental

concepts of marketing, and the emergence of service-dominant logic and customer-dominant logic has had a substantial impact on the notion on customer value (Schlager & Maas 2012, 2-3).

Service-dominant logic was introduced by Vargo and Lusch (2004, 2006) as a response to goods-centered view of marketing, according to which value is determined by the producer and embedded in outputs, referring to physical goods. Service-dominant logic took a contrasting stance in stating that customers are always the ones perceiving and assessing the value. Furthermore, service-dominant logic also discussed the way customer value is formed. One of the foundational premises of Service-dominant logic is that “*customer is always a co-creator of value*”. Furthermore, it was argued that “*companies can only make value propositions*”. (Vargo & Lusch 2004, 2, 10-11; 2006, 44.)

Customer-dominant logic emerged as a response to service-dominant logic and other similar concepts. Customer-dominant logic argues that service-dominant logic focuses too much on the producer, production and customer-producer interactions, instead of emphasizing the customers themselves. Customers’ role is seen as being a partner in co-creation or as an employee for the producer. In accordance, the focus is on creating offerings that customers would prefer, instead of placing the focus on what the customers are actually trying to accomplish using the offerings. In other words, service-dominant logic is criticized for focusing extensively on what the producer is doing, and is thus claimed to be producer-dominant. (Heinonen, Strandvik, Mickelsson, Edvardsson, Sundström & Andersson 2010, 531-534.)

Service-Dominant logic focuses on service production and interaction with the customer, instead of focusing on the customers’ logic. Consequently, whether the focus is on customer-provider interaction or whether co-creation is viewed from the providers’ point of view, the understanding of what customers are using the service for is left incomplete. To enable delivery of value for the customers, instead of focusing on their own processes, service providers need to identify ways they can deliver customer satisfaction and build their own processes to satisfy customers’ needs. Customer-dominant logic argues that past studies assign customers a passive role, meaning that they do little else besides buy and consume offerings. Focusing on mere consumption is claimed to ignore how offerings fit in customers’ daily lives. (Heinonen et al. 2010, 532-533.)

The empirical research conducted for this study is built upon customer-dominant logic (Heinonen et al. 2010, Heinonen, Strandvik & Voima 2013, Heinonen & Strandvik 2015). Customer-dominant logic is a business and a marketing perspective that emphasizes the primacy of the customer. Instead of focusing on the service providers’ perspective on how to sell their offering to customers, it emphasizes the customers’ logic driving their choices and

decisions when they are performing their tasks and aiming to achieve their goals. (Heinonen & Strandvik 2015, 2, 7.) From customer-dominant logic's perspective, service providers should be asking how they might become a part of the customers' lives, instead of asking how they could involve customers in their own business processes (Heinonen & Strandvik 2015, 9).

2.1.1 Emergence of value in customer-dominant logic

Customer-dominant logic looks at customer value formation from the customer's point of view. Instead of value being intentionally and actively created by organization and customer in interaction (Vargo & Lusch 2006, 44), value is formed in a process with more longitude (Heinonen, Strandvik & Voima 2013, 113). Producers do not control the formation of value, as value is considered to be a highly subjective topic and dependent on the customer's context. Furthermore, value formation is not always deliberate, and in many cases takes place beyond the visibility of the companies. Additionally, formation of value does not necessarily require an active participant. Instead, it can be a passive process that the customer is not even aware of. (Heinonen et al. 2013, 105, 114; 2010, 539; Voima, Heinonen & Strandvik 2010, 6.)

Customers' reality and "sphere" are at the core of customer value formation in customer-dominant logic. Value is formed during customers' everyday processes and practices through using offerings. Producers only have control over direct, dyadic encounters with the customer, but for the customer the time frame of value formation is broader and extends beyond the reach of the producer. For customers, their earlier experiences are always present in their reality, and affect their value assessment, while remaining invisible for producers during interaction. Also, customers assess value based on the outcome regardless of whether the outcome was pre-determined by the producer or not. (Heinonen et al. 2013, 107; 2010, 539-540; 2015, 17.) Emergence of value happens in the customer's spheres, and it is not isolated to the customer only; the customer's reality is connected with that of others (Voima et al. 2010, 9). To give a fictional example within the context of this thesis, a learning environment that liberates a Master's degree student from time and place can be of value for their employers and families as well as the direct customers themselves.

2.1.2 The scope of the customer's world

The starting point of customer-dominant logic are the customer's reality and ecosystem, "*the sphere*" where customer value is formed (Heinonen et al 2013, 107, 110). In customer-dominant logic, the ecosystem is defined by the customers, not by service providers. Customer ecosystem is described as:

...a system of actors and elements related to the customer and relevant to a specific service. This includes service providers, other customers (individuals or business actors), and other actors (such as communities), as well as

installed physical and virtual structures related to the service.
(Heinonen & Strandvik 2015, 480.)

What providers need to understand is their role and influence in the ecosystem (Heinonen & Strandvik 2015, 480). Customer value is not formed only through their perception of the nature of interaction with the service provider. Instead, value emerges within the ecosystem, as customers are not isolated in their own realities, but interconnected with the realities of others. Furthermore, customers are constantly in a process, where they assess new experiences relative to their cumulated realities. Customer-dominant logic also acknowledges that customers rely on different constellations of service to reach their goals, instead of being in isolated, dyadic relationships with individual service providers. (Heinonen et al. 2013, 107, 110, 112; Heinonen & Strandvik 2015, 472-473, 475-476)

Customer-dominant logic shares some ground with other customer-oriented business logics (Heinonen & Strandvik 2015, 476), but expands the context of the customer. This is illustrated in Figure 1. The top part of the grey area displays the customer's activities service providers should be aware of when designing offerings, and in an ideal situation the offering should reflect the customer's activities and experiences (Heinonen & Strandvik 2015, 476-477).

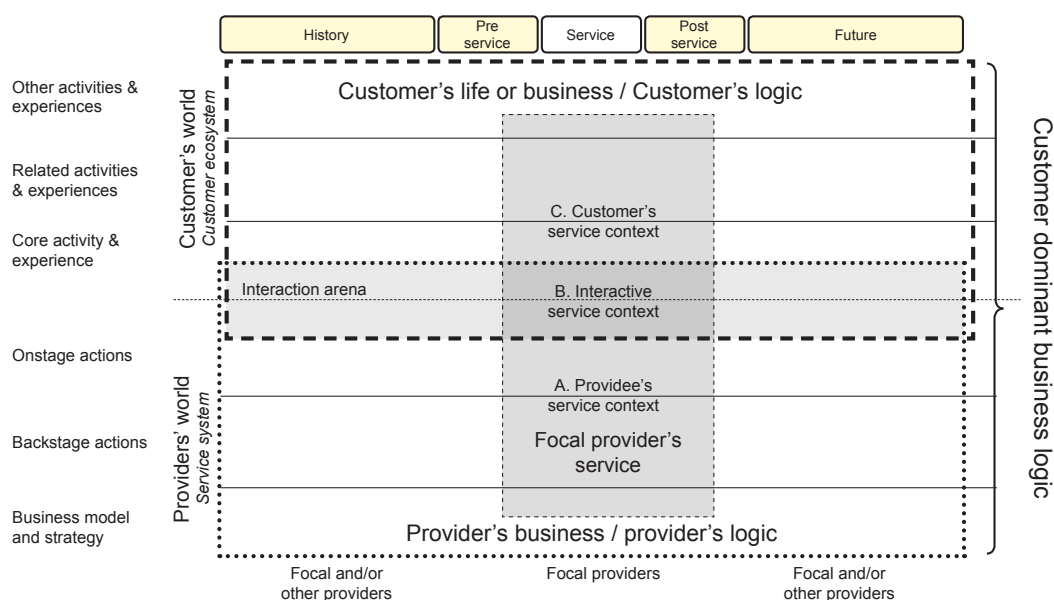


Figure 1: Customer dominant business logic (Heinonen & Strandvik 2015, 476)

Two parts of Figure 1 are of particular interest regarding customer research. Initially, attention should be paid to the top three layers of the figure titled *Customer's world / Customer ecosystem*. First, *Customer's core activity and experience* needs to be recognized.

Second, *related activities & experiences* need to be identified, and finally *other activities and experiences*. Instead of focusing on interactions that take place in the current premise of delivering offerings, the entire scope of *Customer's world* needs to be taken into consideration when research activities are planned.

The top portion of Figure 1 should also be addressed in the research. Heinonen et al. (2010, 535, 537, 545) point out that events in customers' history affect the impression of value they experience receiving when using a service, and that their future activities should be considered as well. The timeframe that research should cover is therefore extended to cover not only the immediate actions before, during and after the service event, (Heinonen et al 2010, 535) but also the relevant history and future related to offering that is being designed. Customers' history is relevant, as from their point of view their history is always present, and their assessment of value is reflected upon their earlier experiences (Heinonen, Strandvik, Mickelsson, Edvardsson, Sundström & Andersson 2009, 10).

2.1.3 Customer-logic

To avoid confusion, customer-logic is not synonymous with customer-dominant logic. Instead, it is one of the key features within customer-dominant logic. Customer-logic refers to the internal logic of the customers, which affects their decision making (Heinonen & Strandvik 2015, 481). All customers are rational to a degree. They are aware and influenced by their own logic. According to Heinonen & Strandvik (2015, 477):

“The customer's actions, reactions, practices, preferences and decisions are assumed to be grounded in an idiosyncratic logic. ... In a business sense, customer logic forms a customer-specific pattern of how they live their lives or conduct their business, including their allocation of focus, energy and involvement in relation to offerings in the marketplace. ... <customer logic> tends to show inertia because it's anchored in customer experiences and the whole pattern of customer activities, customer tasks and goals, and customer context.”

The concept of customer logic is one of the essential features of customer-dominant logic, and from the provider's point of view it influences the design and provision of offerings. Customers are different from one another, and the differences in their logics need to be identified. While each customer follows their own logic, customer logic can be divided into groups of people that display similarities in their logics to make use of the understanding managerially speaking. (Heinonen & Strandvik 2015, 477-478, 481.)

2.1.4 Framing the customer research guidelines

Using customer-dominant logic as the framework for the project has direct implications for the scope of the research, as well as for the methods used. Heinonen et al. (2013, 116) point out that traditional research methods that fail to acknowledge the changing lives of customers should be changed to ones that focus on the life and ecosystem of the customers, and that research questions should place the scope on the customer's life sphere.

Heinonen et al. (2013, 115) suggest focusing on “customer-dominant challenges”, described in detail in Table 1, that aim to give responses to questions of who the customers are, and what their mind-sets are like.

	Research question
How	How do the customers live their life? What routines do the customers have?
	What delights/irritates the customers in their everyday life?
	What do the customers enjoy and have an interest for?
Where	What are the internal and external living contexts of the customers?
	How mobile are the customers?
When	What are the customers' life situations?
	What are the customers' time-frames? How hectic is the life of the customers?
	What do the customers' feel? What do the customers have a passion for and dream of?
What	What are the challenges in the life of the customers?
Who	Who are the customers? What roles do the customers have in their everyday lives?
	How are the customers' social life structured?
	What do the customers believe in?
	What customer life profiles may be identified?

Table 1: Customer-dominant challenges (Reproduced from Heinonen et al. 2013, 115)

According to customer-dominant logic, service providers should form an in-depth understanding of their customers and use this insight in service development. Instead of developing services that are later marketed to potential customers, understanding the

customers enables companies to develop services that embed into customers' lives. (Heinonen et al 2010, 545.) Understanding customers refers to understanding their larger contexts, not only focusing on their visible interaction with the provider (Heinonen & Strandvik 2015, 7).

The customer's world needs to be understood beyond the core activity of and interactions between the customer and the provider. Activities that are related to core activities must be identified and assessed during the research, as well as other activities in customers' lives, as they impact the perception of value and give clues on how the offerings should be designed. Customer research must take a deep dive into customers' lives; the customer is considered to be to most important actor in the service ecosystem. Customers' processes must be understood in order to develop offerings that support them, resulting in a situation where the customer wants the provider to become a part of those processes.

Customer research needs to reveal the customers' internal logic. In other words, the outcomes should reveal idiosyncratic patterns in customers' behaviour and reasoning. When new service concepts are designed, they should reflect these patterns in order for them to integrate into customers' lives. Understanding the logic that drives customers is important for companies because the customer has numerous interactions with the organization that are invisible and that the organization has no control over (Heinonen & Strandvik 2015, 478-479).

To begin with, customer research needs to place primacy on the customer. The interactions between the customer and the provider should not be placed on the spotlight. The following list summarizes the implications extracted from literature and research regarding customer-dominant logic, discussed earlier in this sections. When customer-dominant logic is used as a foundation, customer research needs to...

...explore and identify the **customer's processes** that the provider might be able to integrate with, as opposed to focusing on the provider's processes in attempt to integrate customers into the provider's activities.

...extract **patterns of behaviour** that reflect the **customer's internal logic and reasoning**, and divide customers into manageable groups to make use of the spotted patterns.

...extend to the **full scope of the customer's world**, including the core activity, supporting activities, and other activities including the everyday and the mundane.

...identify other actors and their roles in **customers' ecosystem** that have an impact on the emergence of value to the customers.

...answer the questions posed in **customer-dominant challenges** (Table 1).

...extend the timeframe to cover **the history and the future** of the customer relevant to the core activity.

The list above is an intentionally simplified extraction of what should be taken into account when doing customer research using customer-dominant logic. It is meant to serve as a point of reference as the implications are reflected upon design thinking, described in the following chapter.

2.2 Design thinking and design process

The following chapters of this section focus on design thinking and design process. First, the concept and characteristics of design thinking and design process are discussed in brief, followed by a more detailed explanation of how they are used to design new concepts. The chapter concludes with discussion of how design thinking affects customer research.

To begin with, why were design thinking and design process used in this thesis? Conversations during the project kick-off workshop highlighted Laurea UAS's desire to break free from conventional ways of thinking about education, and to aim for truly customer-centric approaches. Founding the development project upon deep understanding of customers' lives was expected to enable developing new, innovative service concepts. (Ojasalo 2014, 5.) As innovation and customer-centricity were on the scope, the processes and methods would have to support this aim. This is where design thinking comes in. Design thinking is an approach considered to have the ability to lead to innovation, transformation and evolution, and is built upon the necessity of having a deep understanding of people's needs and aspirations (Tschimmel 2012, 1, 4-5).

Design thinking is a human-centered approach, suitable for developing a variety of offerings, ranging products and services to spaces and experiences (Tschimmel 2012, 4; Curedale 2013 a, 8). Whether design thinking is applied to find technical solutions to problems or create new interpersonal services, the ultimate goal is to find solutions that acknowledge and satisfy human needs. Design thinking as a principle emphasizes the end customers and aims to create value through novel ideas. (Brown 2008, 86; Lindberg, Meinel & Wagner 2011, 15; Liedka & Ogilvie 2011, 6.) It places heavy focus on the importance of empathizing with the customers of the designed offerings (Brown 2009, 87).

Customer-dominant logic is built upon the primacy of the customer and it highlights the necessity of having a holistic view of the customers (Heinonen & Strandvik 2015, 472-473, 476). Design thinking takes a similar approach, as empathy for customers and designing with a holistic view of the customer are core attributes of design thinking (Stickdorn 2010, 36-37,

44-45). Mootee (2013, 66) notes that design thinking always focuses on customers' articulated and latent needs, accounting their tasks, steps and processes. Mootee (2013, 69) further emphasizes the necessity of understanding the emotions, values and expectations that drive their behaviour. Brown (2009, 90) also emphasizes the need to understand needs and emotions, as well as the customer's preferences.

2.2.1 Design process

The process of design has been framed in a vast number of different ways. Tschimmel (2012, 6, 11) points out that it is ultimately up to the designers to assess which process model is of most value to them. A number of different design process models were used as a reference during this project. Initially the design models introduced by Liedtka and Ogilvie (2011) and van Wulfen (2013) served as a starting point around which the project was built upon. Later on the process model by Ojasalo, Koskelo and Nousiainen (2015, 202) was used as a point of reference. As mentioned earlier, there are similarities in different design process models, especially in the way they are divided into seemingly subsequent stages. The term seemingly refers to the notion that the models are in fact iterative by nature, which is addressed in more detail later.

Liedtka and Ogilvie (2011) divide their model (Figure 2) into four phases; *What Is*, *What If*, *What Wows* and *What Works*. The initial *What Is* phase focuses on mapping the present realities, problems and mental models of the customers. *What If* phase is about generating new ideas based on the insight obtained in the *What If* phase. During the following *What Wows* phase the ideas are tested and prototyped in a quick fashion to choose which ones to work on, after which they are further developed into real life offerings during the final *What Works* phase. (Liedtka & Ogilvie 2011, 21, 23, 27, 31, 33; Liedtka, King & Bennett 2013, 4-5.)

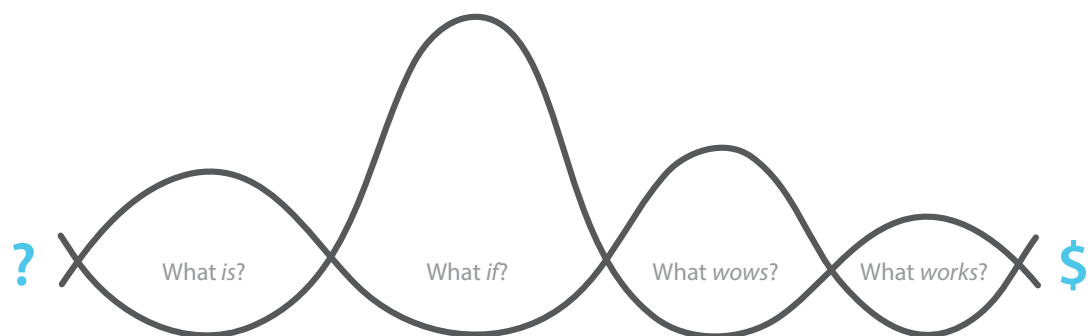


Figure 2: Design process by Liedtka & Ogilvie (2011, 21)

While the process model by Ojasalo et al. (2015, 202; Figure 3) features different design methods and focuses more on strategic foresight, the process model itself is rather similar to Liedtka and Ogilvie's. The initial phase, labelled *Map and understand*, is about obtaining

insight of the customers' needs and desires in their context. The following *Forecast and ideate* phase again uses the insight from the first phase for idea generation. During *Model and evaluate* phase the ideas are developed further and tested, and built into an offering in the final *Conceptualize and influence* phase. (Ojasalo et al. 2015, 203-208.)

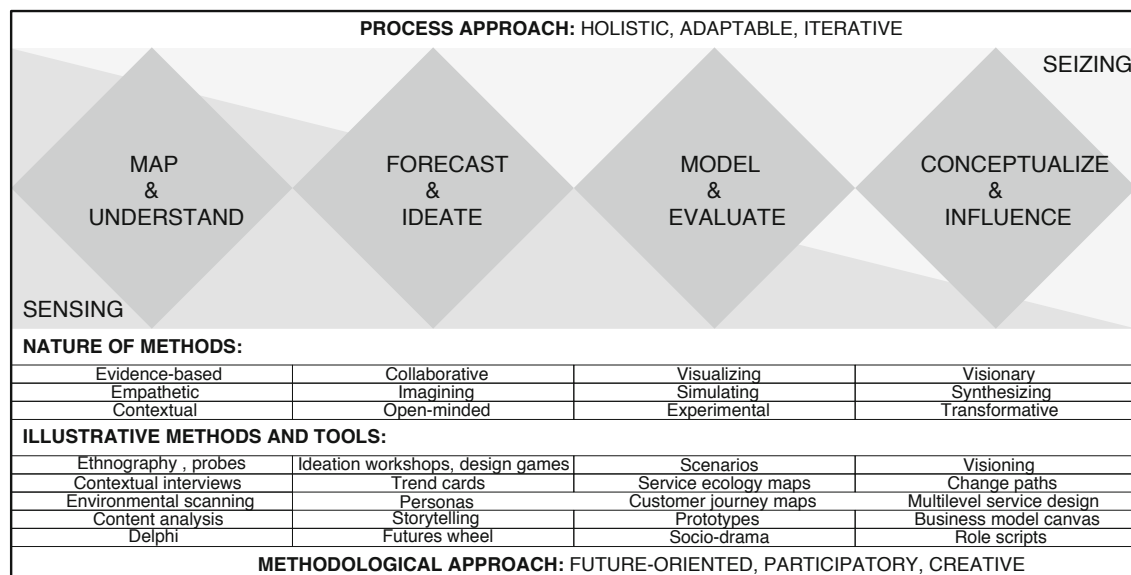


Figure 3: Design process model grounded on service design by Ojasalo et al. (2015, 204)

While the number of phases in design process models vary from one model to another, the same fundamental premise regarding customer research always applies; ideating new solutions and developing them further never takes place without having a solid understanding of the customers the offering is being designed for. Insight and deep understanding of the customers is the fundamental starting point of a design process.

2.2.2 Aligning the thesis with design process

The development project will cover the entire span of the design thinking process. This thesis covers only the first phase of the process, labeled by Liedtka and Ogilvie (2011, 21) as the *What Is* phase, and by Ojasalo et al. (2015, 203) as the *Map and understand* phase. Furthermore, the focus is strictly on customer research, as the phases mentioned also feature elements of problem definition. Due to the iterative nature of the design process, the outcomes presented in this report are likely to change later on; as new concepts are ideated and prototyped later on, odds are that new insights of the customers are discovered and embedded into the insights discovered during the first phase.

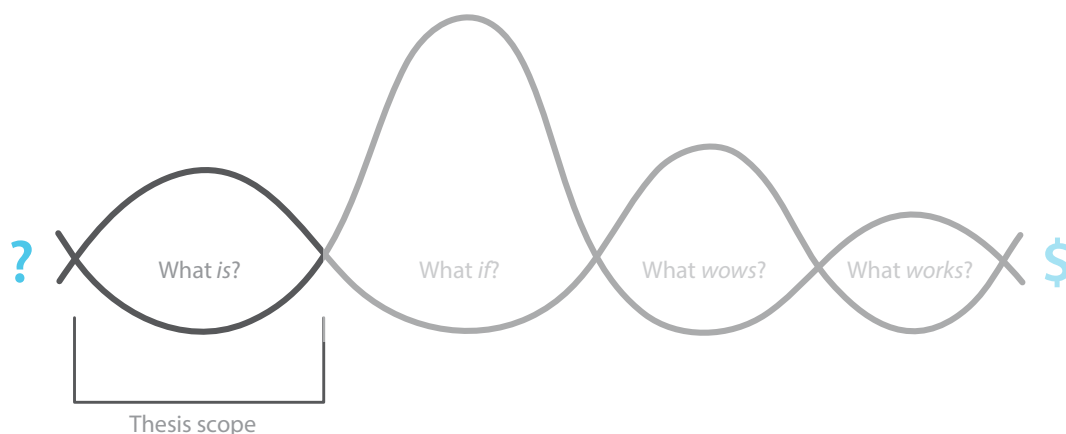


Figure 4: Scope of the thesis framed on a design process model

Figure 4 illustrates the scope of the thesis in relation to the design process model by Liedtka and Ogilvie (2011). However, it is worth noting that the figure does not accurately portray the temporal aspects of the process stages. The initial phase of the process is significantly longer than the others. For example, in the FORTH innovation process model by van Wulfen (2013, 85,107), 11 of 20 weeks are reserved for framing the assignment, and gathering and framing customer insights.

2.2.3 Characteristics of design thinking in early stages of a design process

Some of the characteristics of design thinking have already been addressed when discussing the meaning of the term, but as this thesis focuses on the initial phase of a design process, it is necessary to discuss some of the characteristics of this specific phase. These are addressed in the following chapters.

Iterative nature of a design process

As mentioned earlier, design is an iterative process. In contrast to traditional methods of problem solving, design is not a linear process that takes a problem and finds a solution through following, pre-assigned steps. Instead, the process iterates back and forth and is commonly described as a “*space of systems*”. During a design process, activity takes loops back and forth in said spaces as ideas and concepts get more and more refined. (Brown 2008, 88-89; Tschimmel 2008, 10.)

Regardless of the stage or “*space*” the process is in, going back to the earlier stages is a common practice in design (Stickdorn 2010 a, 124-126). The amount of iterations and loops through different stages of a design process depends on the scope and budget of the process, as generally iterations lead to higher value (Kumar 2013, 9). While the iterative nature of the

process is noted on the process model diagram of Ojasalo et al. (2015, 202) it is more emphasized in Hasso-Plattner-Institut's (2015) design model (Figure 5).

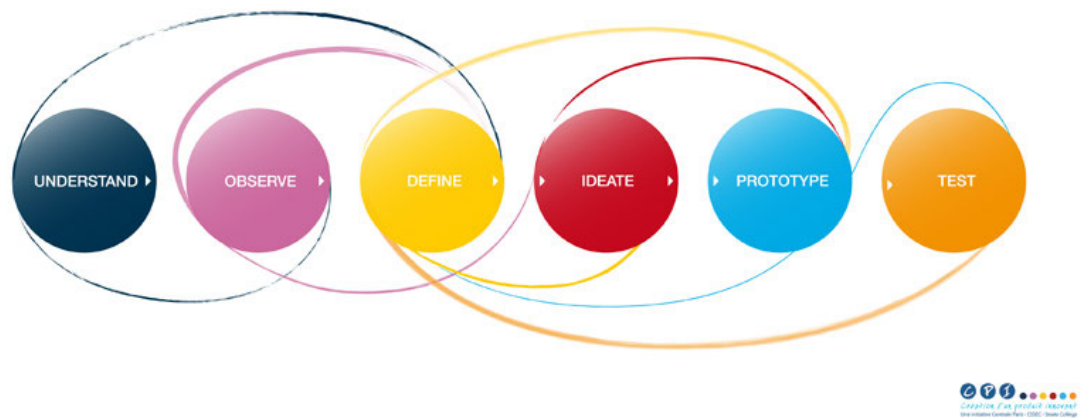


Figure 5: Design process model by Hasso-Plattner-Institut (2015)

Empathy

Design thinking as an approach embraces customer-centricity, and highlights the need for a deep insight of the customers. Addressing real human needs, desires and limitations are all fundamental aspects that need to be taken into consideration in early phases of a design process. Establishing a deep, emphatic understanding of the people that are subject to the offerings serves as the starting point for design (Liedtka & Ogilvie 2011, 6).

Empathy in design thinking does not necessarily require compassion. Instead, it refers to understanding the viewpoint of others in order to adopt their perspective (Curedale 2013 a, 27). Design thinking aims to understand customers on a deep level, taking into account their emotions (Liedtka & Ogilvie 2011, 12).

Collaboration

Design thinking is collaborative, meaning that it involves designers collaborating with a number of other people, including experts in the field and customers (Curedale 2013 a, 34). The scope of this report only covers the initial phase of a design process, during which collaborative efforts do not take place. However, collaborative activities take place in the following phases of the process (Ojasalo et al. 2015, 204; Liedtka & Ogilvie 2011 103-104). The requirement for empathy for the customer comes into play when ideating new concepts and further developing them into offerings. To design in a customer-centric way, consolidating the understanding of the customers is required in order to maintain the focus on them (Martin & Hanington 2012, 132).

2.2.4 Implications of design thinking for customer research

Using design thinking as a foundation of a design process has numerous implications for customer research. To begin with, it is worth noting the effects of the iterative nature of the approach. The outcomes from any of the phases of a design process are not expected to be final on the first go. The amount of rounds of customer research can be numerous (Kumar 2013, 9). Shortcomings in research become evident in the ideation phase (Ambrose & Harris 2010, 20), resulting in extending the research to obtain more information. Additionally, as the customers get involved later on in the process, the insights gained in interaction with them are expected to add up to the existing information. The outcomes presented in this thesis are dynamic. They are subject to change according to new insights revealed later in the process.

A key objective of research in design thinking is to understand people in their everyday setting. The research conducted in this project is qualitative. Using a relatively small sample size, qualitative methods are used to get answers to questions such as why and how. (Kumar 2013, 11.) Using quantitative methods has a tendency to produce characterizations that are abstract and dehumanized, and fail to describe behaviour (Martin & Hanington 2012, 132), which would be contradictory to the emphatic nature of design thinking. Qualitative methods on the other hand are commonly used in design to gain empathy for the customers. (Curedale 2013 a, 43.)

Finally, the collaborative effort later on requires that the insights from customer research can be shared with people that have not participated in customer research activities. The outcomes from customer research thus need to be synthesized into a form that communicates shared understanding to the people involved in the process to enable informed action (Goodwin 2009, 210).

2.3 Connections of customer-dominant logic, design process and design thinking

This chapter summarizes the key points of customer-dominant logic, design thinking and design process discussed in the earlier chapters. It also discusses the purpose of this thesis, to observe *how adopting the viewpoint of customer-dominant logic affects early phases of a design process* on a theoretical level. The foundational premises of the approaches appear to supplement one another. Customer-dominant logic highlights the primacy of the customer. Instead of asking what we can do to integrate the customer into our processes, it turns the tables and asks what we might do to have the customer invite us to participate in their processes. Customer-dominant logic suggests having an in-depth, holistic understanding of the customer and their “world” in order to support the emergence of value in the customer’s circles, and to understand the processes that the provider could be invited to. The focus is on the customer, which is also the case in design thinking. Design thinking is a customer-centric approach that calls for empathy. That is, understanding and being able to see the world from

the customer's perspective. Comprehending the customer's point of view interlinks with one of the main features of customer-dominant logic, the requirement to unveil and understand the customer's internal logic.

Customer-centric questions give directions to what customer research should focus on. However, design process and design thinking require more than merely understanding the customer's world among the designers. The insights need to be communicated as well. Design process later relies on collaborative effort to develop ideas and concepts (eg. Ojasalo et al. 2015, 204-208; Liedtka & Ogilvie 2011, 104-105; van Wulfen 2013, 58, 138-139). There are numerous tools to communicate customer research findings in design thinking. One possible approach to accomplish this is to frame the insights into a set of personas, a tool commonly used in design thinking to summarize findings from customer research (e.g. Liedtka & Ogilvie 2011, 56; Kumar 2013, 201-211; van Dijk, Raijmakers & Kelly 2010, 178-179).

Personas are a design tool that helps designers to understand, remember and relate to the behavioral data gathered during the research. They are fictional, archetypical profiles that represent a given group of customers, describing their goals and behavioural patterns. Personas transfer research insights into a compelling human presentation to engender empathy in designers, as well as other stakeholders. Presenting insights in the form of real people shifts attention away from abstract ideas and demographics. (Goodwin 2009, 229, 230, 232, 235; van Dijk et al. 2010, 178.) Customer-dominant logic suggests dividing the identified groups of people into groups based on the similarity of their internal logic (Heinonen & Strandvik 2015, 478). Internal logic is observed through behavioural patterns, as suggested by design thinking.

Presentation is an important factor in order to make personas work. The characters need to be engaging to serve their purpose. (van Dijk et al. 2010, 178.) Well-presented personas help people to relate to customers, without the downfalls of working with live humans (Goodwin 2009, 234). A number of techniques are available and commonly used to make personas human-like. Typically a persona consists of a short narrative description capturing the key insights, a picture, and a name for the persona. Additional elements may be used to highlight any particular elements that are considered to be key elements of the personas' lifestyle and details about their specific behaviours. (Martin 2012, 132; Lidwell, Holden & Butler 2010, 182) Following the line of thought presented in previous chapters, the insights would be framed as personas that communicate insights from the research framed by customer-dominant logic in an emphatic fashion inherent to design thinking.

This concludes the theoretical part of the thesis. To summarize, customer-dominant logic and design thinking share common ground in their customer-centric nature, and supplement one another. Design thinking's aim to understand the customers is given further depth by

customer-dominant logic, as the latter specifies the need to extend the research to cover the entire depth of customers' world and highlights the necessity of paying attention to customers' processes and their networks. Design process further demands communication of the insights.

The following chapters describe how the framework described was used to reach the objective of this thesis; *to obtain an understanding of Laurea's Master's degree students in order to develop new, customer-centric learning environments.*

3 Understanding Laurea UAS's Master's degree students

This section introduces the way the theoretical approaches were put to practice in Laurea UAS. First, case study as a research method is introduced. Then the implications discussed earlier are aligned with the objective of this thesis. After taking an overview of the array of qualitative methods used in the case study to obtain customer information, each method is introduced in more detail.

The case study aimed for an in-depth understanding of students' world and their preferences towards learning. As mentioned in the introduction, multidisciplinary education interfaces, working life collaboration and integration of RDI activities and studying would serve as central themes for the case study.

3.1 Case study as an approach to customer research

Case study is a suitable approach when there is a need to obtain a deep understanding of the subject, and to generate new proposals for development. Case studies can be used to understand such behaviour, situations and processes that are now well known. (Ojasalo et al. 2014, 53.) Case study is a relevant approach when an in-depth explanation is needed as to how a certain social phenomenon works (Yin 2009, 4). Case studies do not aim to control or manipulate the events that are being examined. They focus on contemporary events instead of focusing merely on the history of the examined case. One of the strengths of case studies is their ability to deal with a variety of different types of evidence, spanning from documents and interviews to artifacts and observations. (Yin 2009, 9, 11.)

Case study takes into consideration the phenomenon that is being examined in the real-life context in a situation where the boundaries of the two are not clearly evident. In other words, during the examination, the phenomenon is not isolated from the environments where it naturally takes place, and the scope of the examination is not limited to a pre-defined set of variables, such as certain questions to be asked. (Yin 2009, 18). Case study makes it possible to examine a phenomenon without excessive simplifications (Ojasalo et al. 2014, 52). Case studies deal with a certain case, a defined unit of analysis, which has clearly defined

boundaries (Yin 2009, 32). The boundaries can be categorical, functional or situational. Defining and understanding the examined subject as a case is essential to case studies (Ojasalo et al. 2014, 53).

The case examined in this thesis is studying Laurea's Master's degree education, covering all of Laurea's Master's degree programmes. The case study at this point does not aim to control or manipulate the education in any way, and it examined the case in a real-life environment, instead of an isolated setting. The case described in this section sets out to develop a deep understanding of the phenomenon, which is used to generate the development proposals later down the project roadmap.

In this case study, a number of qualitative research methods were used, resulting in a variety of different types of evidence. These were then compiled into personas that summarize the findings of customer research. Documentation of the research procedures is an important factor in terms of the reliability of case studies (Yin 2009, 45). The procedures used in customer research are described in detail in the following chapters of this section.

3.2 Methods used in customer research

The left paragraph of Table 2 features customer-dominant challenges (reproduced from Heinonen et al. 2013, 115) translated to match the topic, with added elements that aim to reach an understanding of the Master's degree students' processes, their internal logic, and added elements from design thinking. The right paragraph features the qualitative research methods used to comprehend each question. Again, Heinonen et al. (2013, 116) criticize traditional research methods for their inability to acknowledge the changing lives of customers and recommend using methods that focus on the life and ecosystem of the customers and their life sphere. Six methods were utilized to explore the students' realities; Diary-study, photo-diary, card-deck, one-on-one interview, Day in the Life exercise and CoCo Cosmos workshops. Each method will be introduced in detail in later chapters. While each method provided insights related to other challenges as well, the table below gives an initial understanding of how each challenge was approached.

Challenge	Methods to get answers
How do the students live their life? What routines do they have regarding their studying, work, and life in general?	Draw your day, diary, photo-diary interview
What delights and irritates the students in their everyday life? What preferences do they have regarding their learning?	Interview, diary, card-deck
What do the students enjoy and have an interest for, learning-related and otherwise? What supporting activities can be observed?	Card-deck, interview, diary
What are the internal and external living contexts of the students?	Interview, diary, photo-diary, Day in the Life

How mobile are the students?	Interview, diary, Day in the Life
What are the students' life situations?	Day in the Life, interview, diary, photo-diary
What are the students' time frames? How hectic is the life of the students, and to what degree does studying impact this?	Day in the Life, interview, diary
What do the students' feel? What do the students have a passion for and dream of?	Interview
What are the challenges in the life, learning, and working life of the students?	Diary, interview, CoCo Cosmos
Who are the customers? What roles do the customers have in their everyday lives?	Day in the Life, interview, diary, CoCo Cosmos
How are the students' social lives structured, school-related and otherwise?	Interview, Day in the Life, CoCo Cosmos
What do the students believe in, and why do they study? Is there a particular process that studying supports?	Interview
What student life profiles may be identified?	Diary, photo-diary, CoCo Cosmos

Table 2: Customer-dominant challenges (Heinonen et al. 2013, 115) reframed according to the thesis scope and objectives and featuring design thinking elements

Initially the scope of the case study consisted of 14 participants from two different Master's degree programmes; Business Management and Social Services and Healthcare. The identity of the students was stated confidential; as the participants were all either studying or about to start their studies in Laurea, they were guaranteed anonymity in order to gain honest feedback of their experiences regarding Laurea. During the screening the variables considered were the age, gender, profession, and prior level of education of the participants. Attention was paid to reaching a balanced and representative sample of the students. With this initial sample, the participants first attended a probe study, followed by a one-on-one interview. Later on the sample was extended to also cover the programmes of Security Management and ICT Management, adding 6 more students that were interviewed but did not take part in the probe study. 8 supplementary interviews were conducted with ICT management students, as the sample appeared to be lacking. Two workshops featuring students from all the Master's degree programmes were hosted to comprehend students' professional and personal networks and their potential utility regarding learning. Next, each of the methods listed above is observed in more detail.

3.2.1 Design Probes - Diary, camera-study and card-deck

Design probes are a method used to understand human phenomena and to explore opportunities for design. Using probes, customers or potential customers document their experiences by themselves. Probes focus on customers' perceptions and their own context. This takes place through a collection of assignments that are given to the participants. The

assignments focus on participants' "*daily lives including social, aesthetic and cultural environment, needs, feelings, values and attitudes*". (Mattelmäki 2006, 39-40.)

Probes are exploratory by nature; instead of verifying assumptions or to solve problems that are already known, they aim to explore new opportunities. Probes support the designers' creativity by being open for interpretation. While many of the more traditional research methods aim to reduce confounding variables to the minimum to identify and explain certain phenomena, probes and other methods of applied ethnography used in design aim ultimately to inventory, to define and to produce alternative solutions. (Mattelmäki 2006, 31, 40.)

Mattelmäki (2005, 87-88) has identified four reasons to use probes as a research method; to provide *inspiration* for designers, to gather *information* about customers, to enable customer *participation* in the design process, and to establish a *dialogue* between customers and designers. In this project probes were used for purposes of inspiration, information and dialogue. Mattelmäki (2005, 88; 2006, 60-61) describes probes with participatory elements as ones that encourage participants in testing novel approaches, to test prototype-level offerings, and to suggest improvements to status quo. Such elements were not present in the probes used for this project.

Probes can be useful to gather information about people's actions and emotions in situations where time and place cannot be agreed on in advance. (Mattelmäki 2006, 59-60.) For the purpose of this thesis, observing people in their obvious learning environments, such as during their contact teaching sessions, was considered to be an insufficient approach. Customer-dominant logic-based approach calls for a more comprehensive understanding of the customers' world than can be reached by merely observing the customers during the core activities (Heinonen & Strandvik 2015, 477). Observing students in a classroom setting was assumed to offer little new information about the lives of the students' "*customers' world*". Constantly observing a number of students in their daily lives on a long-term basis was also considered to be an overkill. Using self-documenting probes was considered to be a viable option with which to start the research.

Probe studies are commonly conducted by using probe kits. Probe kits consist of purpose-built instruments and tasks that participants then use to document their activities. For example, diaries and camera studies are commonly used forms of self-documentation. (Mattelmäki 2006, 40-41.) Both diary and camera studies were a part of the probe kit used in this thesis, as well as a card-deck that was intended to both document the participants' perceptions of the significance of pre-determined situations, methods and instruments that were assessed to be of importance for future learning environments. To begin with, a test version of the probe kit was designed and given to two of the research participants. After the kits were returned later on, iterations were made to ensure that the kit is easy to use and that it delivers usable

information. Minor alterations were made before the final kits (Figure 6) were handed out to the remaining 12 participants. Ultimately 2 of the participants were unable to return the kits in time. The kits that were returned served as supporting data during one-on-one interviews.



Figure 6: The probe kit used in the thesis

Diary & camera study

Diaries are traditional probing instruments that focus on people's routines and feelings. They record people's personal experiences and daily situations, (Mattelmäki 2006, 76.) and can be used to identify patterns of behaviour (Design Council 2005). In this study the diary came in a form of a hard-cover book (Appendix 2). The diary consisted of two parts; the first one giving instructions on how to use the probe kit, and the second one being the actual part for participants to record their activities for the duration of one week. Instructions regarding the diary part were compiled to encourage the participants to express themselves in a way that feels comfortable for them, and to record all sorts of activities during which they felt like they were learning something.

During camera studies research subjects use a camera to document their own activities, and it may expose aspects of the subjects' lives that are otherwise invisible to outsiders (Curedale 2013 b, 52). Instructions about the camera study highlighted the fact that the research is about the participant's world, and that relevance of what they document is subject to their perception.

Reminder

A keychain memory stick in the shape of a LEGO brick was also included in the kit for two reasons. First, participants would need to be able to deliver the files resulting from the camera study back to the design team. Second, probe kits can also include material that is not included for documenting purposes, but instead as a reminder for the participants to be more attentive of their experiences during the research (Mattelmäki 2006, 150). The participants were encouraged to attach the brick to their keychain to remind them from time to time about the tasks at hand.

Card-deck

Finally, the participants were given a deck of 24 cards (Appendix 3). Each card included a theme; a situation or an environment and asked whether the participant felt like the theme was relevant for their learning or not and the reasoning behind their answer. The themes were selected based on the discussion during the design brief workshop, and additionally on topics that the design team assumed to surface differences between the participants. The method was experimental by nature, and also aimed to help the design team in outlining the participants' customer logic and their preferences, as well as in drawing out differences and similarities among the participants.

3.2.2 Probe-supplemented interviews and Day in the Life

Interviews can be used as a supplementary method to take a deeper look at the signals collected from the probes (Mattelmäki 2006, 86). All of the participants of the probe study were interviewed afterwards, using the probe material to supplement the interview. The interviews were semi-structured and loosely followed a pre-formed interview guide (Appendix 5). The interviewer went through the probe material before each of the interviews to ensure that referring to the material would be as smooth as possible. Familiarizing with probe material allows for spontaneity during the interview, which in return enables the interview to amplify the material collected from probes (Mattelmäki 2006, 86). The method of spreading the probe materials on the table during the interview offers a natural segue to opening conversation (Mattelmäki 2006, 87). The photographs sent by the participants were printed, and brought to the table with the diaries and card decks.

Probing interviews focus on more than merely recording facts. They aim to get to the bottom of what the interviewee is like as a person. "*What is individual about this person? What preferences, goals, wishes and habits does he or she have?*" (Mattelmäki 2006, 86-87.) The nature of these questions is in line with customer-dominant challenges, presented earlier in Tables 2 and 3. When probe material is used during an interview for design purposes, the interviewer must pay close attention to the interviewee, looking for potential pre-design-

forms, and to ask for more detail when necessary (Mattelmäki 2006, 87). The probes were used as supporting material for the interview, but they were also revisited when all the material from each of the participants were interpreted later on.

In addition to the 12 participants that took part in the probe study, 6 more students were recruited to be interviewed to make the sample more representative of all of Laurea's Master's degree programmes. During these interviews the participants also had a look at the deck of 24 cards used in the probing process, ranked them intuitively according to their relevance, and verbally explained their reasoning for each ranking.

One-on-one interviews can be used to obtain personal information from research subjects. As the name states, during one-on-one interviews the researcher interviews only one participant face-to-face at a time. They are also a suitable method to gather information to inform design. (Curedale 2013, 186.) In this case, the interviews aimed to obtain insights of the customers that would later serve as a guide to what kinds of learning environments would be best suited for the students, taking their internal logic into consideration.

The interviews and the probes were planned to supplement one another. The goal of the interview was to build a deeper insight of the students based on the extended customer-dominant challenges. The themes and questions in the interview body were crafted to answer the questions posed in Table 2. The interview guide (Appendix 5) followed the protocol introduced by Portigal (2013, 39), starting with introductions and participant background, moving on to the main interview body, transitioning into projection questions and dreaming, and finishing with a wrap-up section.

During the introduction, the participants were given a brief recap of what the project is about. The participants read and signed a release form, reassuring them that the interview recording would not be used outside the project, and that their identities were confidential and only known by the people working with the project. Establishing rapport is an important aspect of the interview process (Portigal 2013, 27). As the participants were asked questions of their personal experiences of Laurea's current learning environment, getting the participants comfortable enough to reveal their negative experiences as well as the positive ones was considered to be an important aspect. Should the participants experience lack of confidentiality about their identity this goal might have been compromised, and therefore the release form was the first step in the process of building rapport.

The interviews, for the most part, were recorded on video. Two of the participants were reluctant to be in front of a video camera, and a sound recorder was used instead. The interviews conducted with the test-participants of the probe-kits were captured on video. Before the rest of the kits were sent out, the interview videos of the test-participants were reviewed to spot any shortcomings. The interviews were supplemented with tasks that

required the interviewee to draw and to talk about their card-decks. Having a video recording enabled the team to see which artifact the participant is referring to during the conversation. The video recordings were considered to deliver a better, more personal understanding of the people interviewed. Consequently, a decision was made to use a video camera mounted on a tripod as the default recording device for the interviews.

Initial questions regarding the background of the participant in the beginning of the interview can be considered to serve mainly as an icebreaker (Portigal 2013, 41). However, as the objective of these interviews was to build an understanding of the interviewees and their lives, the opening questions were extremely important. They would serve as a starting point for follow-up questions later on.

A number of customer-dominant challenges are related to the backgrounds of the interviewee. The interview opened with an open-ended question; “To begin with, could you tell me a little about yourself?” As a response the interviewees talked about a number of issues relevant to customer-dominant challenges, including their profession, family, hobbies, professional and educational background, and so on. These are all topics that were later followed up with further questions. As the interviews were not designed to follow a strict protocol, the interviewers followed up on things that might be difficult to revisit later on during the interview. On several occasions, the interview went on for an extended period of time with the interviewer following up on the discussion that arose from the interviewee’s answers. When the interviewee was focusing on a single aspect of their lives in the introduction, they were asked additional questions about their studies, professional life and family. Insights extracted from the diaries were referred to on several occasions. The interview then moved on to the main interview body, which was supplemented with a Day in the Life exercise.

The Day in the Life method is used to generate a descriptive walkthrough of the customers’ daily activities. It is used to create an understanding of the customers’ mundane activities, problems and solutions in order to achieve a holistic understanding of their drivers and motivations. Expanding the scope beyond particular service encounters makes it possible to tailor services that take the customers’ larger context into consideration. (van Dijk et al. 2010, 174.) Developing service concepts following customer-dominant logic requires an understanding of the customers’ world beyond direct interactions between the customer and the provider (Heinonen & Strandvik 2015, 476).

The Day in the Life method was assessed to be a suitable tool to get answers for a number of extended customer-dominant challenges (Tables 1 and 2). While the method could be used to obtain answers to some degree on all of said challenges, it was in particular expected to elaborate on the questions of customers’ routines, how hectic their lives are and what their

time frames are, what roles they have in their everyday lives, and how their social life is structured.

A simple graphic is a basic form of the Day in the Life method, and it is quick and easy to produce (van Dijk et al. 2010, 174). The interviewees were given a paper sheet with a timeline of 24 hours at the bottom (Appendix 4). They were prompted to draw and tell about their typical day, starting from the moment they wake up. For some people, using only verbal communication can be a limiting factor, and they are more capable of describing their world through sketches and images (Polaine, Løvlie & Reason 2013, 62). The interviewer encouraged the interviewee to make notes on the paper about whatever they felt was worth mentioning. The task expanded the background information that the participants shared in the beginning, and again served as a platform for follow-up questions. The interviewer was prompting the interviewee to elaborate on the issues that appeared particularly interesting.

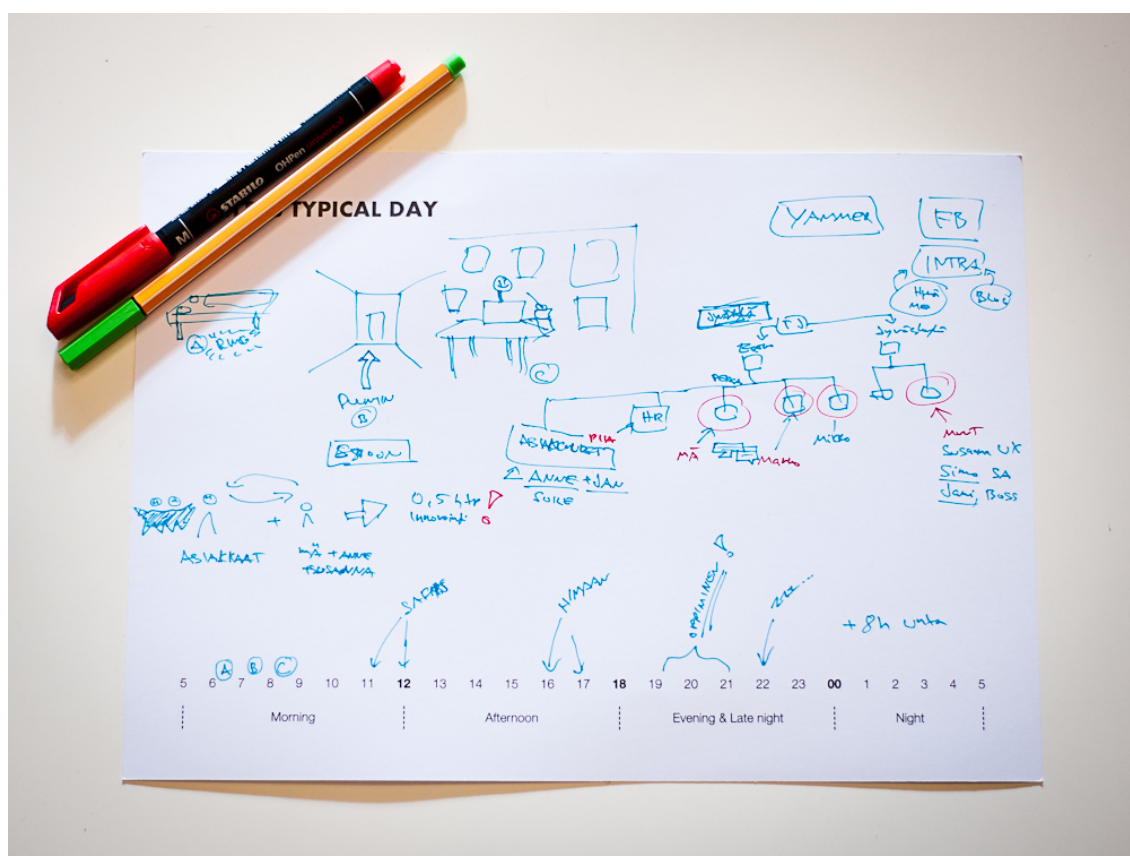


Figure 7: Example of a final “A Day in the Life” sheet

The exercise gave the interviewer a facile situation to ask questions about the interviewees’ views on how well their studies have integrated into their daily lives. Do the studies fit together with their work, how much of an impact the studies have on their family life, if studying had reduced the time they have available for their hobbies, and so on. In particular, the interviewees were asked questions regarding their reasons to study, and what they are

looking to achieve through their studies. A number of follow-up questions were made around this topic to uncover both spoken and latent expectations the interviewees might have. This exercise resulted in illustrated examples (Figure 7) of the interviewee's typical day.

The interview then moved on to the topic of studying and learning. A pattern of questions aimed to get an insight of the interviewees' views about studying and learning in general, as well as about their experiences of studying in Laurea so far. The follow-ups focused on the reasoning behind the answers. The interview was focused on the learning environments instead of focusing on the curriculum itself. The aim was to understand what kinds of environments the interviewee prefers, what the reasoning behind this is, and whether or not those preferences have a connection to their earlier replies regarding their reasons to study.

The card-deck from the Probe-kit was also brought to the table during this portion of the interview. The cards were pre-sorted before the interview so that they were easy to spread out on the table according to how relevant the participant had marked the different themes to be for their learning. Follow-up questions were asked according to the explanations that the participant had written on the cards. Again, the focus was on the participant's reasoning on why something felt more or less relevant. These answers were reflected on the earlier answers to understand the internal logic of the participant's thinking. Whenever the answers were contradictory with the diary notes, the participant was probed for further elaboration to avoid misunderstanding when interpreting the material.

The line of questions then shifted towards the interviewee's work and RDI activities. A series of questions regarding integration of working life and studying were asked, aiming to understand the challenges the interviewees are facing in integrating the two together, and to comprehend their views of integration in the first place. The questions revolved around mundane problems the students are facing regarding the integration, and if the students are even interested in integrating RDI activities into their studies in the first place.

Furthermore, the questions covered other topics that were initially considered to be a potential element for career-building. Questions were related to the development of professional networks during studies, as well as the development of interviewees' personal "brand", meaning their public image. The aim was to see if the interviewees perceive additional benefits from their master's studies, aside from learning new things and receiving a degree.

Finally, the interviewees were asked projection questions; Where would they like to see themselves in 3 years, are they going to keep studying on the higher education level after graduation, and how would studying and learning take place in a perfect world? After being immersed in a topic for some time in a supporting atmosphere, interviewees are assumed to

reach the deepest rapport, and are capable of answering more audacious questions (Portigal 2013, 42, 88).

After the interview was officially over, the interviewer left the video camera on until the interviewee was in another room. On more than one occasion the interviewee wanted to come back to something they said during the interview just as the interviewer was about to depart, or started talking about an entirely different topic, which still revealed insights regarding their everyday activities. This is referred to as the “doorknob phenomenon”, meaning that even though the appointment is seemingly over, the participant keeps talking and revealing bits of information that might be crucial later on in the project (Portigal 2013, 80).

Originally the research was planned to focus only on two different Master’s degree programmes at Laurea. However, as the scope of the research was later expanded, additional 6 one-on-one interviews were scheduled to see if students in other groups would have some fundamental differences in their thinking, and if there were similarities that should be taken into consideration later on in the project.

The interviews with additional participants followed a similar script used with the participants of the probe research. Interviewers were not able to familiarize themselves with the participants in advance through probe-material, which made the interviews a bit more complicated. The card-deck included in the probe-kit was used, but instead of writing their reasoning on the card, the participants were asked to merely rate the importance of each card intuitively, and to briefly explain the reasoning for their ratings.

However, in terms of the ICT Management group, the people conducting research felt uncomfortable with the sample. All of the participants felt like outliers. While some common themes were noticed from the sample, a decision was made to extend the sample with a series of short interviews, focusing on the key aspects of the interview. 5 additional subjects were interviewed in short, 15-minute interviews regarding their reasons to study, experiences of Master’s degree studies so far, about their daily lives, life situations, ambitions and challenges related to integrating work and studying. Combined with the earlier interviews, this resulted in a satisfactory sample that the interviewers felt comfortable to work with.

3.2.3 Mapping networks with CoCo Cosmos

Customer-dominant logic stresses the necessity of understanding the customers’ ecosystem, as the ecosystem is where the value formation occurs. The ecosystem includes actors that are not visible to the provider, but nevertheless contribute to the perception of value for the customer. Additionally, instead of being in a dyadic relationship with a single provider,

customers use a number of providers and their offerings to reach their goals. (Heinonen et al 2013, 107, 110, 112; Heinonen & Strandvik 2015, 472, 475, 474.)

The probe study and the interviews provided some information on other stakeholders influencing the customers' perception of value, such as family members, colleagues from work, desirable employers, professional field-related networks, and so on. Other study- and learning-related providers in the customers' constellation of offerings had also been identified, such as student unions, certain regular seminars, online courses, unofficial networks, to name a few. Two workshops were organized to further understand the ecosystem of relevant players within the customers' context, and to understand where Laurea is positioned in the constellation from customers' point of view. Design game CoCo Cosmos (Keränen, Dusch & Ojasalo 2013) was used during the workshops, with the support of an expert facilitator.

Customers and providers of a service commonly look at a service setting from a different point of view, through a "different lens". Looking at the setting from different points of view might lead to having a dissatisfying relationship between the customer and the provider. There might also be potential enablers and barriers that are hidden when the setting is observed from the provider's viewpoint. (Keränen et al. 2013, 33.)

CoCo Cosmos consists of a game board and a set of cards presenting stakeholders, actions, locations and entities. The cards placed on the board feature symbols to present different elements, but can be customized on the set to match the setting in question. Colour-coded markers are used to visualize the connections, enablers and barriers between the placed elements. (Keränen et al. 2013, 33-35.)

The participants of the workshops were sampled to present all the Master's degree programmes in Laurea UAS. The first group called "Beginners" featured students that had been studying in Laurea for less than a year, or who had just been admitted to the UAS but had not yet started their studies. The second group, "The Seniors" featured students who were on the brink of graduation, as well as alumni. During the interviews it was noted that the students that are closer to graduating emphasized the significance and utility of new professional connections formed during their studies, whereas new students did not highlight the networking aspect of studying to a similar degree. This insight was the main reason to divide the workshops into groups based on the progress of their studies.

The participants were instructed to use the cards and the markers to outline their take on what Master's degree students' networks look like. To avoid a situation in which the participants describe Master's degree students' networks merely from their own point of view, preliminary personas crafted intuitively based on the interviews were used as a starting point and an anchor to build additional networks upon. In some cases, for example, the

students mentioned certain networks that their classmates participate in, but are not necessary relevant for themselves personally. Such elements were included in the network diagram produced during both of the workshops.

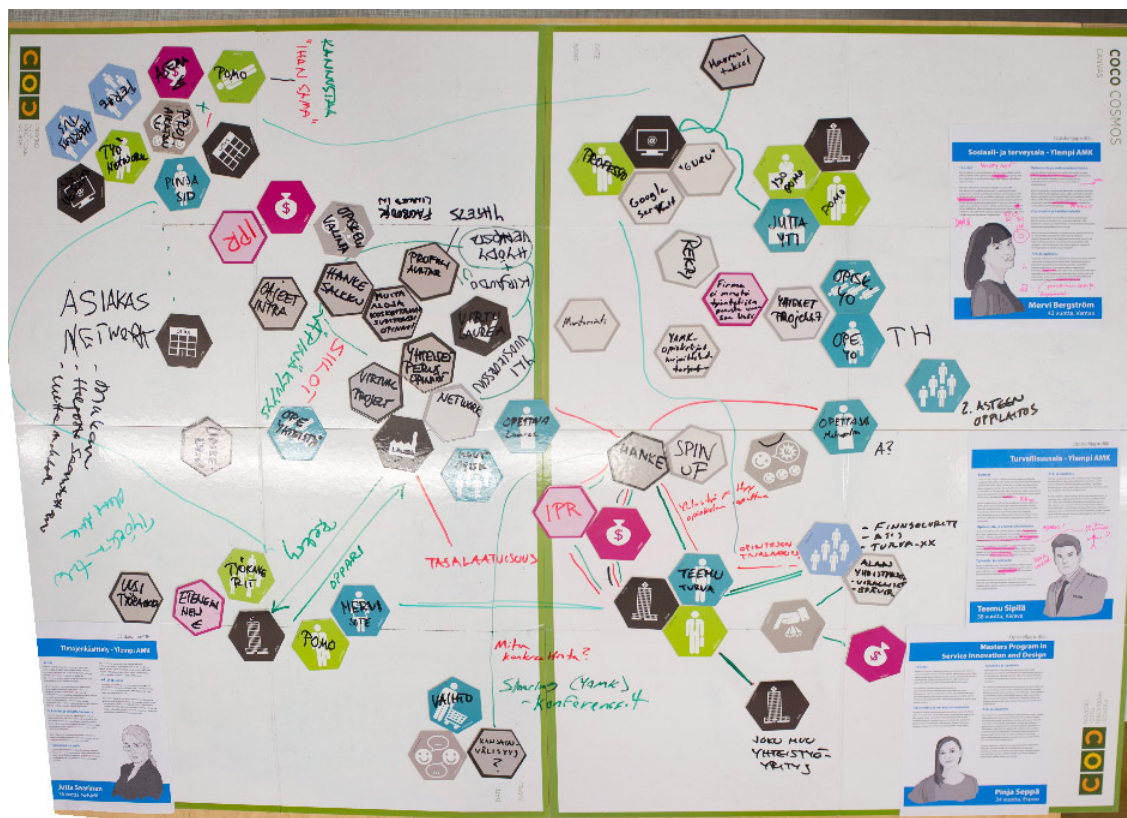


Figure 8: Diagram produced by the group "Seniors" in a CoCo Cosmos workshop

The workshops were also recorded on video. While the diagrams illustrated a shared understanding of the students' networks, using them as a source of insight independently of the discourse that took place during the workshop would have been short-sighted. The conversations surfaced elements of the participants' reasoning for why they consider different actors in the network significant and information about the roles that said actors pose for them. Customer-dominant logic raises the questions about how the customers' social lives are structured, and what are their internal and external living conditions (Heinonen et al 2013, 115). The diagram merely displays the existence of actors, enablers, barriers and interrelations, but does little to explain which of these are relevant, desirable or undesirable, and what the degree of their meaningfulness is. Such information was captured in the discussion, and the video recordings were translated into useable insights along with other customer research data.

4 Sorting the insights and making sense of the data

Customer research produced a large amount of mixed types of data: interview recordings, photographs, diagrams of participants' typical days, sorted and rated theme-cards, video and audio recordings, visual diagrams from the workshops, and diary entries. This chapter describes the process of translating the data into insights and further into personas that enable sharing the insights in a comprehensible form.

Transcribing and analysing the interviews and conversations from the workshops was considered too time-intensive an approach, and other methods of interpreting the rest of the data would have been necessary to supplement the interview analysis. While direct interpretation might have been a suitable approach for the purpose of developing new concepts in this situation where the researchers were also designers (Mattelmäki 2006, 94), a more systematic method was considered necessary to avoid missing any important insights from the research. Using a more systematic approach was also considered to be necessary to avoid delivering biased views or strong opinions that the researchers might bring when interpreting the set of data. As both of the individuals participating in the interpretation activities had studied in Laurea UAS and had also conducted the majority of the interviews, ensuring that the interpretation would be as neutral as possible was taken into consideration. A hybrid method of Insights Sorting (Kumar 2013, 141-142) and Affinity Diagramming (Martin & Hanington 2010, 12; Kolko 2011, 76-78) was used to make sense of the mixed data as an interim step in the process of translating recordings to insights and later into personas. Furthermore, the interpreters agreed upon a rule that everything would have to be based on the research material, not on intuition.

Insights sorting is a manual method used to reveal patterns and relationships from research data. It structures the existing knowledge and guides discussion among the design team. Different types of data are expressed as insight statements written on a note, and sorted into visible groups according to a clustering logic that emerges during the sorting activity through conversation. The process is iterative, and insights are re-clustered until an agreement is found on the logic of the clustering logic and pattern. Finally, the clusters are given short titles that describe their characteristics. (Kumar 2013, 141-142.) The method resembles Affinity Diagramming, where research observations are written on notes and clustered together in themed groups based on shared affinities. The clusters reveal topics that are relevant to the participants, and generate a story of the people, their tasks and the nature of their problems. (Martin & Hanington 2010, 12; Tuulaniemi 2011, 154; Kolko 2011, 76-78.)

The interview video recordings were reviewed, and any expressions that were considered to be even remotely relevant were recorded on individual sticky-notes. Verbatim quotes were used whenever possible. Further notes were made from other research material. This

approach generated a vast number of observations, which were then clustered on walls. The clustering was constantly iterated and the logic of the groups was discussed. This was repeated for each of the participants. There were no earlier presumptions regarding what the clusters might be or what the participants find relevant. In such scenarios, new hypotheses are built up from the data, instead of testing any initial theory (Crouch & Pierce 2012, 73). While the emergence of clusters with similar themes across different participants was noticed, the method was kept consistent and attention was paid to ensure that the clusters were based on the data obtained from each individual. Any advance assumptions of what the clusters for each participant might be were suppressed. In the end, the data set was formed into 2-3 flip-board sheets per participant. The labelled clusters and their content served as the starting point for modelling the personas.



Figure 9: Clustered insights of one participant

4.1 Modelling the data into personas

Creating personas is commonly done by collating insights from research into groupings of common interest, and then developed into characters (van Dijk et al. 2010, 178). The process presented by Goodwin (2009, 243) served as a guide for modelling the personas. There are nine phases in the original process. The first one, dividing research subjects by role, was considered unnecessary. Roles are for the most part defined through tasks people are

performing (Goodwin 2010, 244). To elaborate, should the sample also include other stakeholders, such as teaching staff or employers of the students, the roles would have been distinct. Assigning roles to students was considered to be counterproductive, as they were all fundamentally performing the task of studying. The objective was to produce personas that are representative of students from each Master's degree programme in Laurea. Such personas are referred to as primary personas (Goodwin 2010, 276). As this was the case, steps six and seven, where other persona types would be filled in and the personas would be grouped and prioritized, were skipped.

The research approach in this study is inductive, meaning that there are no prior hypotheses or initial theories to test, but instead the theory is developed from the data obtained through research (Crouch & Pierce 2012, 73). Using qualitative methods aims to keep the focus on the meaning that the participants hold regarding the topic researched, instead of looking at the meanings that literature and the researcher might hold (Creswell 2014, 186).

Following the process, there were eight steps in transferring the insights into personas (Goodwin 2009, 243). Steps highlighted in cursive were intentionally skipped:

1. *Identifying behavioural and demographic variables*
2. Mapping subjects to variables
3. Identifying and explaining potential patterns
4. Capturing patterns and defining goals
5. Clarifying distinctions and adding detail
6. *Filling in other persona types*
7. *Grouping and prioritizing personas*
8. Developing narrative and other communication tools

Identifying variables

There are two kinds of variables to identify; behavioural and demographic variables. Behavioural variables include aspects of behaviour and attitude. Mental models, objectives, frequencies of certain tasks and so on are the types of variables that are being searched for in a brainstorm-type of discussion among the design- or research team. Variables that seem to differ among the research subjects are then expressed as a continuum. Next, demographic variables are identified and, when necessary, expressed either as a continuum or as multiple-choice options. (Goodwin 2010, 247, 250.)

At this point the interpreters had familiarized themselves with the participants, as all the interview videos had been watched through and interpreted together. The clusters of topics that were formed when interpreting the insights served as a starting point for identifying demographic variables. Eventually, 22 behavioural variables (Table 3) were agreed upon. To

elaborate, behavioural variables included continuums such as “*Driven to get a degree - Getting a degree is a side-product*”, “*Prefers individual assignments - Prefers group assignments*”, and demographic variables including continuums such as “*Younger - Older*”. The variables and continuums were scribed on a 3 by 1 meter sheet of paper to provide enough room to place name tags of participants on the scales during the next stage.

Table 3 displays the variables used that emerged from the data. Again, central themes of multidisciplinary education interfaces, working life collaboration and RDI-studying-integration are present. The continuums reflect elements extracted from customer-dominant logic and design thinking; attitudes, dreams and expectations towards learning are present, as are preferences towards current learning environments. Identified processes are present among the variables, as are elements of students’ lives that affect their timeframes.

Safety-oriented	Risk taker
Negative stance towards studying from employer	Positive stance towards studying from employer
Keeps studying and work apart from each other	Studying and work strongly integrated
Getting a degree is the primary reason to study	Getting a degree is not important
Studying is considered cumbersome	Studying is considered effortless
Narrow professional networks	Wide professional networks
Passive actor in the studied field outside school	Active in the studied field outside school
Prefers contact sessions	Prefers distance learning
Prefers group tasks	Prefers individual tasks
Lives far away from the campus	Lives near the campus
Viewpoint is domain-specific	Viewpoint spans beyond domain-silos
Low interest in development projects	High interest in development projects
Lives through work	Occasionally goes to work
Wants to play according to rules and regulations	Wants to play in creative and experimental ways
Feet grounded in present	Idealistic world-changer
Seeks for alternative viewpoints through studying	Seeks for fact-based knowledge through studying
Wants an established, long-term employment	Job-hopper
Studying is not an instrument of networking	Studying is a strong instrument of networking
Strong orientation towards present career, no seeking for change	Actively pursues a new career
The role of technology is small, in studying and	Technology has a major role in studying and life in

life in general	general
Employee for life	Entrepreneur spirited

Table 3: Identified behavioural variables

Mapping participants on variables

Individual respondents are then mapped according to the variables. Each respondent is compared to the rest, and then placed on each continuum relative to each other. In cases where all the respondents appear to locate in the same area of the continuum, the variable is considered to be of no use and thus is removed. Regardless of whether the respondents are placed on all scales one person at a time or on a single scale at a time, it is later necessary to ensure that the respondents are at the correct location on the scale in comparison to the others. (Goodwin 2010, 252-253.)

Materials collected from each participant were gone through systematically. The affinity maps were put on display and used as supporting material when discussing where the respondent should be placed on each continuum. Close attention was paid to ensure that the placing is based on the data and to search for verification for each individual placement from the insights obtained through customer research, considering the probes, the interviews, and additional information from the network-mapping workshop. As an outcome each respondent was placed on the scales in a manner that the interpreters agreed on. Different colours of sticky notes were used for respondents from different Master's degree programmes, as certain similarities between the respondents within the same programme were already spotted during the interviews, and this was expected to show during next phase, where patterns are identified. As the outcome of this step, each participant was placed on the continuums for pattern identification.

A glance at the sheet (Figure 10) shows that students from different Master's degree programmes coded with different coloured notes already start forming visually evident clusters, with green notes representing Business Management students generally speaking locating on the right side of the continuum, blue notes of Security Management focusing on the left side, with orange notes of Social Services and Healthcare students and clusters of yellow notes of ICT Management students located somewhere in the middle.



Figure 10: Participants mapped on variables

Identifying, explaining and capturing patterns

The next step is pattern identification. During this phase the behaviour patterns start emerging, and forming preliminary personas. The process begins by looking for two or more respondents that appear together frequently, and seeing if these respondents form a pattern on the continuums on more than one third of the continuums. As one group of people appears to be exhausted, the next group of two or more people is observed, and so on. After identifying the patterns, outlying variables are examined to see if there are particular reasons for the mismatch, and whether this would have an impact on the following phases. (Goodwin 2010, 257.) Commonalities and similarities across patterns are the starting point of synthesizing archetypes (Martin & Hanington 2012, 132).

The patterns were initially easy to identify; a preliminary idea of where to start from was already formed during the interviews, and colour-coding the name tags helped in spotting obvious patterns emerging from the canvas. As expected, patterns were spotted across the students from different Master's degree programmes as well. Outliers that appear very different from the other participants should have been removed already in the mapping phase (Goodwin 2010, 264). There were certain individuals who did not seem to go together with any patterns. Closer examination revealed these individuals to be very different from other

respondents, which was also evident during the research. One individual was in the end ruled out from the respondents, as they were eventually considered to be a recruiting error, and not representative of the target group.

Identified patterns are then written down and given description of the characteristics (Appendix 6). This forms the foundation for the personas. (Goodwin 2010, 264-265.) For each different Master's degree programme, every variable was given a description that matched the patterns that formed from respondents of that group, taking into consideration the outlying respondents. To give an example, students in certain programme displayed a clear pattern in that they are active operators in their field of study outside the school as well, but there was an outlier. Interview data, however, explained the situation, as this individual lived on the other side of Finland, and was unable to participate in the activities despite being willing to do so. Accordingly, the description followed the larger pattern identified from the entire group of respondents.

Defining the goals of the personas

Goals play a significant role for personas. They are aims that the persona could reach by using the designed offering. Therefore the goals should be relevant to the industry in question. Goals usually become evident when mapping the participants on variables. The goals should be set on an appropriate level. The goal should be something that the persona could reach using the offerings, instead of being unreachable or too fundamental for any human being. (Martin & Hanington 2012, 132; Goodwin 2010, 265-266.)

Two goals were defined for each of the personas, related to their reasons to study. Most of the goals became evident already during the interviews, as multiple respondents expressed similar goals directly, and others expressed similar latent ambitions through their frustrations and projection questions.

Clarifying distinctions, adding detail and developing narrative

At this point the preliminary personas were merely a set of characteristics on a spread sheet (Appendix 6) and a list of goals. As mentioned earlier, engaging presentation is an important factor in making the personas work (van Dijk et al. 2010, 178). Personas are intended to facilitate a social and emotional response in the human brain. To achieve this effect, elements of storytelling are used to translate the listing of findings into a credible character. In order to make the characters believable and memorable, details regarding the personas' behaviour, frustrations, environment, skills, capabilities, feelings, and so on are added (Goodwin 2010, 229, 269-272).

Narrative in personas is used to stimulate an emotional response in the human brain. While descriptive lists help the reader on an intellectual level, narrative description is a more effective tool to help the reader “getting inside the head” of the persona. Details from interviews are employed in the persona’s narrative to replicate the impressions from the research participants. The narrative should be compact enough, while still capturing relevant information in each sentence whenever possible. (Goodwin 2010, 281-285)

The list of characteristics were translated into a narrative for each of the primary personas. While personas can be entirely fictional in some cases (Martin & Hanington 2012, 132), the personas developed for this project were driven by research insight. Fictional elements were used only when necessary in order to maintain the integrity of the narrative describing the persona. For instance, when the data stated that a certain proto-persona uses a significant amount of time in their daily commute, their hometown was assigned accordingly. Certain factors, such as the employer of the persona, were fictional as well, but carefully selected to be consistent with the narrative developed and representative of the sample.

4.2 Compiling the presentation

To supplement the narrative and to present additional insight, other elements from the research were included. Understanding the timeframes and routines of the customers is fundamental to customer-dominant logic (Heinonen et al. 2013, 115). To display the daily activities and routines of the customers, timelines of their typical days (Figure 6) were crafted based on the diagrams from the “Day in the Life” exercise. The timelines repeated the patterns identified among the students of Master’s degree programmes, and they were adjusted to align with the narrative for each persona.

The probe kits’ card-deck also displayed clear differences in what students from different Master’s degree programmes experienced to be relevant or irrelevant to learning. For example, each student from a certain group considered visualization and workshops to be at the top of the relevance scale, giving them a constant rating of 8 to 10. Simultaneously, participants representing another Master’s degree programme rated the same topics as irrelevant for their learning, giving them ratings from 0 to 3. While the differences were generally not as polarized, they were still noticeable and displayed differences that were expected to be useful later on, when the insights would be used to evaluate whether or not the concepts for new learning environments would be fit for the customers. After eliminating outliers from the sample, averages of each card for each persona were calculated. The results were presented as a symbol, the size of which was larger depending on the level of relevance for the persona.

Finally, the personas were illustrated. To avoid any connection to a real identity, stock photos or sketches are typically used (Martin & Hanington 2010, 132). Illustrations are

recommended in situations where the personas will be exposed to a group of the organisations internal customers. Making the personas slightly abstract might make them more readily acceptable for such audiences. Additionally, the personas were intended to be potentially used as characters in storyboards, and using illustrations for both purposes removes the need to transition between drawn characters and photographs. (Goodwin 2010, 281.) The persona illustrations were drawn to match the demographics in the narrative.

4.3 The outcomes as personas

The objective of this thesis was to *obtain an understanding of Laurea's Master's degree students in order to develop new, customer-centric learning environments*. The outcomes of the thesis are framed in four personas, each representing one of Laurea's Master's degree programmes (Appendix 7). The personas consist of a number of elements that communicate research insight to the reader (Figure 11). The featured personas have goals that were discovered to be representative of the sample of research subjects. The timeframes and routine activities illustrated in the timeline are typical to the sample. The noticeable differences that the students from different programmes displayed in what is relevant to their learning and what is not is illustrated in the scales symbols. The networks, while not represented in a visual form, are included in the narrative story of each persona. The storytelling element of the narrative aims to make the persona a credible character. The credibility of the storyline is in the eye of the beholder, but Master's degree students to whom the personas have been presented to during casual encounters have articulated them to be *"someone that might be found in the classroom"*. While the personas were never systematically member-checked with the original participants (Creswell 2014, 201), these encounters give hints of the accuracy of the outcomes. From the point of view of this thesis, it is necessary to ask whether or not the objective is reached; has the case study *obtained an understanding of Laurea's Master's degree students in order to develop new, customer-centric learning environments?*

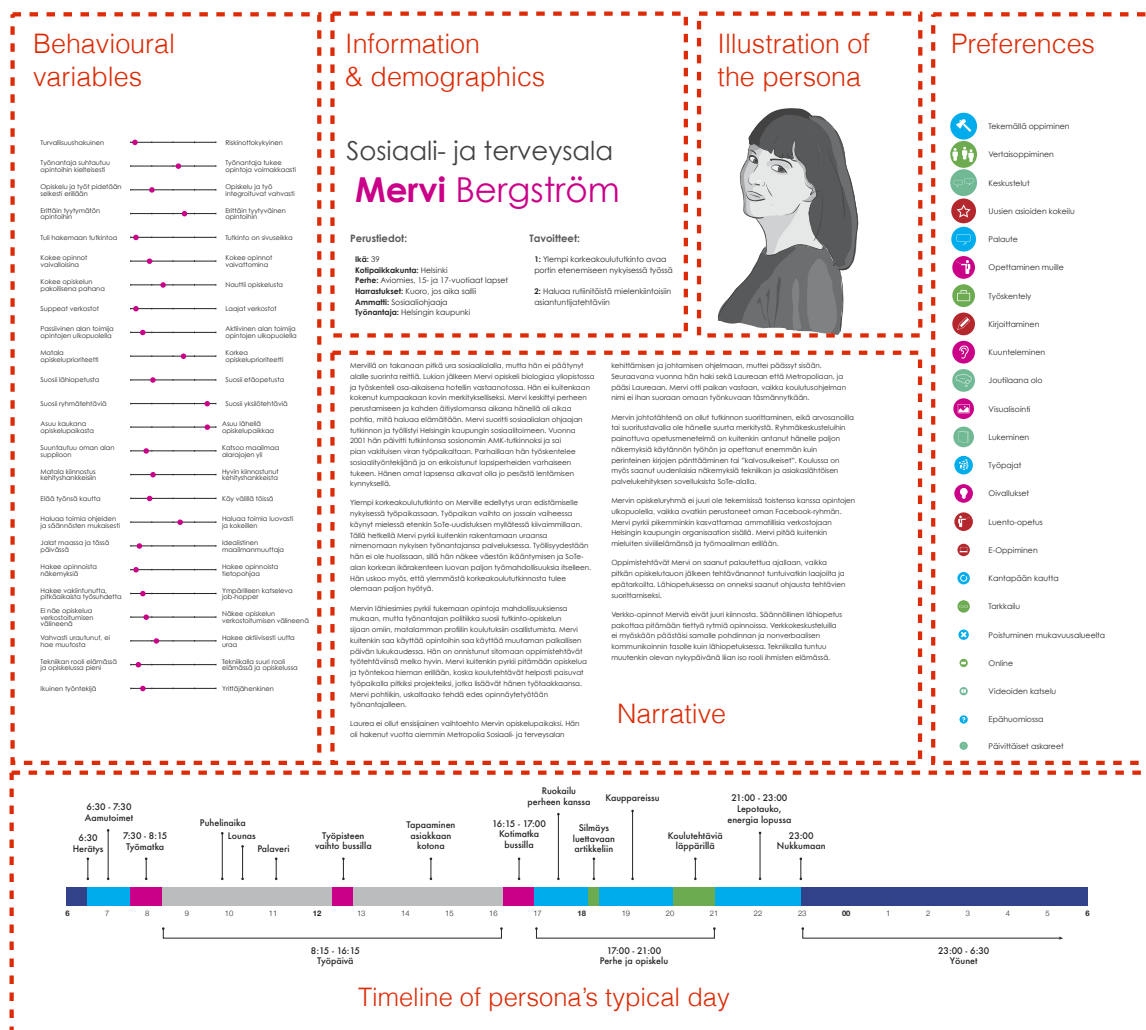


Figure 11: Elements in the personas

The personas (Appendix 7) are written in Finnish. In this chapter, excerpts from the personas are translated to English to present some of the findings. Additionally, initial renditions are presented of how these findings might be beneficial further down the roadmap of the design process. These examples are not necessarily the ones that affect the final designs of the learning environments, instead they are intended to elaborate the potential manner in which the insights could be utilized. This chapter answers the following questions regarding the personas:

- How are the customer's processes visible?
- How are the customer-dominant challenges addressed?
- How are the customer's internal logic and behavioural patterns included?
- Is the customer's ecosystem visible?
- Is the history and the future of the customer presented?

Customer's processes

Customers' processes are evident in the narration and the objectives of the personas. The following excerpt of objectives present the persona of Security Management students, later referred to by the name Tero:

Objective 1: To develop current career both upwards and laterally

Objective 2: To proactively build long-term foundations for future career

For Tero, one of the on-going processes is that of career development, and his ambition is to do so with his current employer. However, this is not the only process identified. Tero has longer-term plans as well, and having a Master's degree is a key component for the long-term plans. Currently, however, he is all about working his way up the corporate ladder in his current line of work. This process is also visible in the narration:

Tero enjoys his work and appreciates the inherent benefits. ... Opportunities to advance his current career are rather thin. In few years' time, a couple of higher positions are vacated in his organization, and Tero aims to have his Master's completed before the recruiting process gets started.

Furthermore, the narration contains numerous hints that Tero makes decisions based on his process of developing current career:

In the beginning of studies, Tero's group was introduced to an EU-funded development project aiming to improve the safety of nursing in hospitals. While Tero felt like his contributions might be valuable, fitting in the project as a part of his life would be more of a drag than a benefit. Tero was not willing to test his employer's level of sympathy towards his studies.

The previous excerpt gives the reader clues of Tero's attitude towards his current career. Should the development project be one that would clearly help Tero advance his current career, odds are he would have jumped on the opportunity. Similar clues are included in each persona's narration, and the narration is written to support the goals for each persona.

Objectives given to the personas underline the processes that were identified from the sample. Other elements of the persona description reinforce said processes. When it comes to design, objectives for personas should be framed in a way that they are achievable by using the designed concept (Goodwin 2009, 266). In this case, the objectives were framed according to the reasons why the personas want to take part in Master's degree educations. Generally speaking, the students were noted to split into three groups regarding their reasons to study (Figure 11). So, what implications might this insight have down the roadmap?

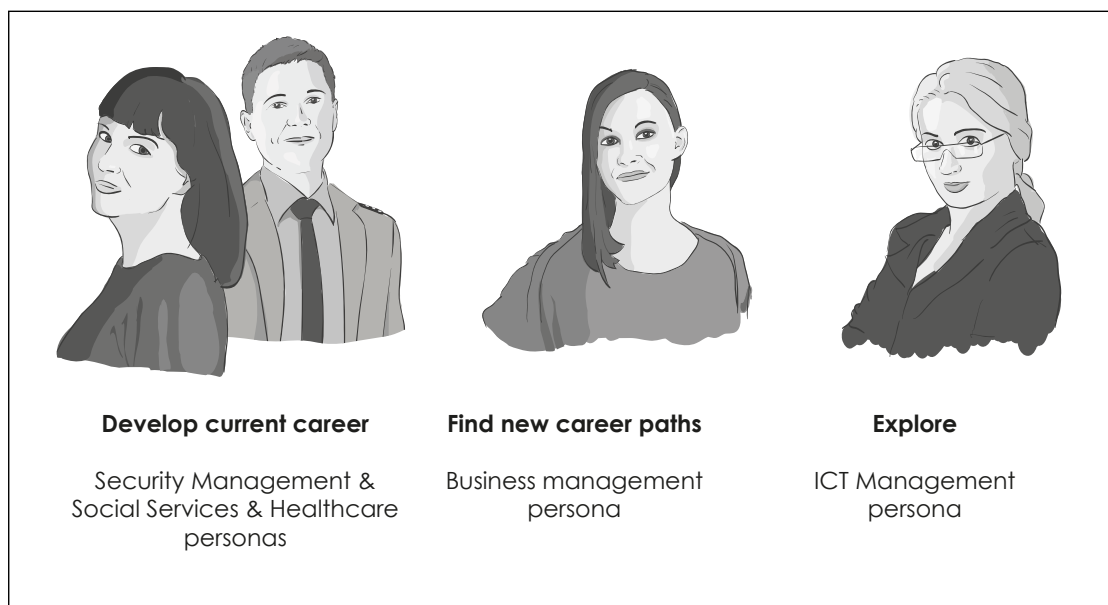


Figure 12: Identified objective types

The first group consists of people that want to develop their careers in their current employment. This group was also the one that attempted to integrate their studies into their work whenever possible. For such students, it might be beneficial for the new learning environments to support their career development by bridging the gap between their employer and Laurea as much as possible. While having a Master's degree certainly helps in developing a career, developing learning environments that assist students in career development in other ways in addition to getting a degree might be a good idea. While the research was qualitative by nature and not based on numeric values, most of the students in the sample fell into this category.

The second largest group of students are united by their willingness to find new career paths, either by finding a new employer or by pivoting towards an entirely new industry. For such students, learning environments that strongly link with the students' current work would be anything but attractive. Again, the learning environments should support the goals of the students. Activities that enable purposeful networking, develop connections to desirable future employees, help the students in building themselves up and in establishing themselves as eligible professionals in their new ventures, as well as ones that support potential entrepreneurship should be considered.

Finally, there is a smaller group of students who are not able to pinpoint their reasons to study. For some, studying is more of a hobby, not necessarily a means to any particular purpose. Some people in the sample considered having a Master's degree to be a kind of a trophy in itself, a piece of evidence to themselves of being capable. Some students were also hoping to be able to define their aspirations during the studies and to become more aware of

their direction regarding their professional life. Depending on the approach, merely making studying as effortless as possible would serve such students well. However, the author suggests developing learning environments that assist such students to find their direction, and through epiphanies make their own studies more meaningful. Mentoring, for example, might help such students refine their reasons to study.

Customer-dominant challenges

The personas should address the customer-dominant challenges that were framed to match the objectives of this thesis in table 2. To recap and summarize the contents of the table, the following factors need to be addressed:

- Routines, ways of living and living conditions
- Delights, and irritations and preferences
- Interests and supporting activities
- Timeframes and mobility
- Passions, dreams and beliefs
- Roles of the customers
- Social life

These elements are scattered in different elements of the personas. This time, the excerpts are taken from the Business Management persona named Veera. First, routines, ways of living and living conditions, mobility and timeframes of the customer personas were partially expressed through a timeline for each persona. Additionally, they are present in the narration and other elements as well. Below, Veera's timeline is translated for demonstration:

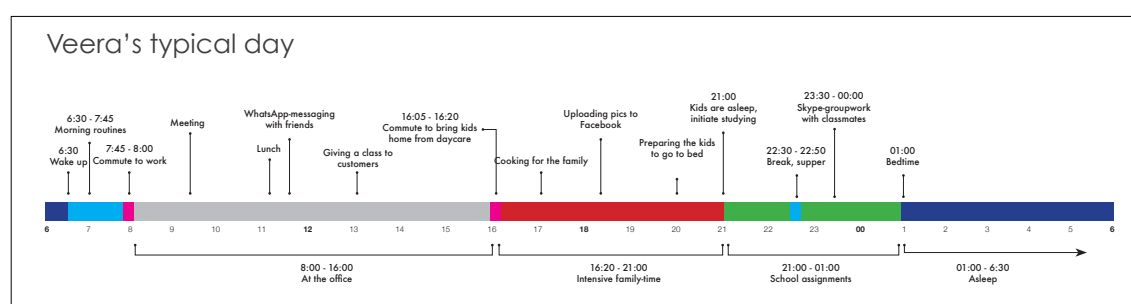


Figure 13: Example of a timeline element

The timeline captures Veera's typical day, including her daily routines and schedule. Routine activities are presented as markers on the timeline. The timeline features elements typical to the sample, such as the expressed desperation to mix together family life, social connections, a busy career and added pressure to fit studying in the already hectic schedule. Mobility for each persona is expressed as a temporal element, as well as the way of commuting. The

timelines ended up looking quite different for each persona. Business Management persona's timeline, as well as the timeline of Social Services and Healthcare persona, are more crammed compared to the ones of Security Management and ICT Management personas, which shows that the timeframes for each persona are different as well.

Supporting activities are well presented in Veera's narration. For example:

Studying has really lit Veera up. She actively participates in numerous networking events and seminars related to the field. ... To gain experience, Veera teamed up with her classmates to join an innovation competition that aimed to develop new services for senior citizens living alone. The team received praise for their concept that utilized tablet computer to give suggestions of activities nearby, and boosted Veera's confidence in her abilities.

This particular excerpt also shows that customers' timeframes vary, and that the provider is not always in control of the emergence of value. The example of an innovation competition is closely related to stories that the interviewees told in their probes and interviews. Even though such activities are not controlled by the service provider in any way, in customers' minds they might have a strong connection to the overall experience regarding the provider.

Interests, passions, dreams and beliefs are again included in the narrative, as well as some elements of the social life:

Veera is generally speaking satisfied with her current job: her position is stable, business is taken care of as usual and the colleagues are nice people. However, the job no longer offers her professional fulfilment. ... Her long-time hobby of photography has turned into a part-time job; during weekends, Veera often takes gigs as a wedding-photographer. ... Veera and her closest classmates have had discussions about starting a business together, but the lack of a common line of thought and a customer base has kept the aspirations from taking over. In the future, Veera would still like to get the opportunity to use her creativity and new-found skillset on a full-time basis.

The types of activities that the personas enjoy and are motivated by are presented for each of the personas. They provide clues about the personality traits of the customers. Dreams and beliefs are also an important element when it comes to designing new concepts later on; customer-dominant logic suggests that the emergence of value is viewed from the customer's perspective, and aligning concepts with the beliefs of the customer can yield better results.

Preferences regarding learning were mapped using the experimental card-deck featuring 24 themes regarding learning. The outcome was diverse, but similarities were also spotted. For example, themes of *Peer-learning* and *Learning by doing* were placed in the top 5 themes for each of the personas. Some of the themes such as *Visualizing* were more polarizing, as it was ranked at the top of the list for personas of Business Management and ICT Management, but was left at the bottom of the list in the case of Security Management persona. Outcomes from the card-deck allow for an easy access to a limited set of preferences further down the design process. For instance, combined with the narrative, the preferences suggest that Master's degree students of Social Services and Healthcare are probably not the first group to adopt mobile device-enabled online learning environments.

Overall, placing focus on customer-dominant challenges in developing new concepts appears to result in a pattern of elements that are helpful in designing new concepts. In the context of this thesis, the customers presented a wide array of supporting activities that they considered to be relevant to learning, and which they take part in voluntarily. Leveraging these activities, as well as other activities that the customers enjoy, might provide opportunities for new learning environment concepts. Understanding the level of mobility and timeframes of the customers is useful as well, as they can be used to assess whether or not a designed concept is at all accessible to the customers. Combining these insights with an understanding of customers' daily routines can inform design on whether the customers are able to integrate the suggested concept into their daily lives or whether it becomes an additional burden. Looking at the customers through the customer-dominant challenges drew out significant differences in each persona in a systematic way. These differences give hints of what needs to be considered when new concepts are developed and assessed.

Internal logic

The element of the customer's internal logic is closely related to other elements of the personas. In the case of Social Services and Healthcare persona, Mervi, the internal logic is displayed in a number of elements;

Objectives

1: Master's degree is a gateway to advancing current career

2: Wants to transition from current routine job to a more interesting specialist position

Narrative:

Master's degree is a necessity for Mervi to advance her career at her current job.

Applying for a new job has passed in her thoughts ... As for now, Mervi is, however,

focused on developing her career with her current employer. ... The north-star for Mervi is to graduate. How the goal is accomplished and what grades she receives are secondary

concerns. ... Mervi's class does not keep in touch outside the classes ... She prefers developing her professional networks within her employer's organization.

In the excerpts presented, the persona's internal logic follows the line of thought where the persona focuses strongly on her current employment. Having a Master's degree is merely an instrument used to reach the goals. Each persona is different in this regard. For example, Business Management persona's internal logic is driven by the objectives of finding a new line of work and develop one's personal brand as a designer. These objectives are visible as high focus on networking and active participation in activities related to the field, which are in a sense opposite lines of action and logic compared to the Social Services and Healthcare students.

Comprehending the internal logic of the personas provides a good starting point for later parts of the development project. Internal logic impacts the way that new concepts are embedded in the activities of the customer (Heinonen & Strandvik 2015, 477-478). The logic of the customer can be used as a starting point for ideating new concepts, as well as assessing their potential to succeed in delivering value to the customer.

Customer's ecosystem

Customer's ecosystems that consist of the positioning of the provider, other customers, other providers and other actors (Heinonen & Strandvik 2015, 479-480) are visible in numerous elements of the personas. In ICT Management persona Tiia's narrative they are presented as follows:

Tiia's foreman was happy to hear Tiia's plans to start studying, and has been supportive of her studies ... Tiia works in a supporting position in her company, and management is not always supportive of her desires to develop her unit's activities. ... Getting started with studies was difficult for Tiia ... Tiia had to carefully consider whether or not getting a Master's degree is worth all the trouble. ... Tiia meets her friends weekly, and keeps in touch with her former classmates online. In Laurea she has met a handful of new people who share her interests. UX design has been in Tiia's interests for quite a while, and she has built up an impressive UX portfolio in Behance. ... Tiia has put up a number of websites with her friends, and developed a tiny shared calendar application for the Android platform.

Again, the differences between the personas when it comes to their ecosystems are noticeable. The excerpt presented displays a situation in which working life is not a significant actor in the personas ecosystem, and personal connections carry more weight. The position of the provider is not strong, and barely connected with the persona's other

activities. Furthermore, the importance of virtual structures in socializing is highlighted. ICT Management persona is not as interested in face-to-face professional networking as the personas of Security Management and Business Management, whose ecosystems are strongly influenced by meeting people in person and creating personal connections.

For a provider, it is necessary to understand their position in the customer's ecosystem in relation to other actors (Heinonen & Strandvik 2015, 479-480). Interconnections with the ecosystem can be used as leverage when designing new concepts. Understanding the customers' social networks and their nature can help in designing concepts that utilize the other actors in the ecosystem and potentially benefit them as well. Additionally, understanding how the customer interacts with different social platforms can be beneficial if the provider has access to said platforms and can find benefits from synergy.

The history and the future

Each persona features elements from their history and future that are relevant to their expectations regarding their studies. The aspects of future have already been covered in the chapter related to objectives of the personas to a degree. Excerpts from different personas' narratives feature elements such as:

ICT Management: Tiia knows that she has a long career ahead of her, and sooner or later Master's degree education will come in handy. ... Tiia has a technical background. She graduated as a Bachelor of ICT Management from Saimaa Polytechnic at the age of 25. Unable to find work in eastern Finland, Tiia moved to Helsinki. ... She is not willing to sacrifice her personal life on the altar of work in the future either. ... She would rather put her skills to use in developing real applications instead of toying around with her hobbies.

Security Management: Tero has known for a long time that he wants a Master's degree. Laurea's programme in Security Management was his number one choice, as there are few alternatives for someone interested in security and safety. ... Tero graduated as a Bachelor of Security Management in 2008, and while he was working to be eligible to apply, he completed open studies worth 15 credits... Armed with his work experience, his future Master's degree and his networks, Tero is confident in his position in the field of security management in the future.

Social Services and Healthcare: Mervi has a long history in the field of Social Services and Healthcare... After secondary school, Mervi studied biology in a university and worked as a part-time receptionist in a hotel. Neither of these felt like a meaningful career path. ... Mervi completed a social instructor's

education and started working for the City of Helsinki. In 2001 she updated her level of education to a Bachelor of Social Work and was soon offered a fixed-term contract. ... Laurea was not Mervi's first choice; she had applied to Metropolia a year earlier... The following year she applied to both Metropolia and Laurea, and was accepted to Laurea.

Business Management: Veera was delighted by the first days of her Master's studies. The teaching methods and topics were unpatrolled compared to her Bachelor's studies ten years earlier. ... Veera and her closest classmates have had discussions about starting a business together, but the lack of a common line of thought and a customer base has kept the aspirations from taking over. In the future, Veera would still like to get the opportunity to use her creativity and new-found skillset on a full-time basis. She has already started searching online for a CV template that stands out.

The provider should be interested in the history of the customers in particular, as it has an effect on their expectations. Future aspects are important as well. As noted earlier in the thesis, offerings should be ones that help customers reach their objectives through supporting their processes. From a marketing point of view, the customer's subjective experience of a service influences their future willingness to use the same provider again.

5 Conclusions

The objective of the thesis was to *obtain an understanding of Laurea's Master's degree students in order to develop new, customer-centric learning environments*. The purpose of the thesis is to observe *how adopting the viewpoint of customer-dominant logic affects early phases of a design process*. This section concludes the outcomes and assesses whether the objective and purpose of the thesis were reached.

5.1 Framing the case study outcomes

The understanding of the Master's degree students obtained through a case research is framed into four personas representing the students, presented in detail in Chapter 4.3. Personas are an interim tool that bridge together the initial part of this particular design process. As such, they should be an effective tool further down the roadmap to prove their efficiency. Regardless of the accuracy of the personas, in case the development project fails to deliver expected outcomes, it would be difficult to highlight where the process has failed. Having the greatest personas in the world are of little use if the ideation phase fails to deliver, if the ideas are not transferred into functional service concepts, or if the concepts are executed in the wrong way.

Adopting customer-dominant logic had numerous implications on the early phases of a design process. It affected the framing of research questions, as well as the methods used in customer research. These are discussed on a theoretical level in chapters 2.3.4 and 2.4. To summarize, the requirement of understanding the customer's world beyond the interactions between the provider and the customer resulted in using probes as a research method. It also pivoted in customer research towards taking a look beyond core activities and interactions related to the offering. Literature and research regarding design process and design thinking appeared to offer a relatively scattered view of what customer research should focus on. Customer-dominant logic, on the other hand, provided a more structured framework as to where the focus should be placed. Additionally, the focus of research is shifted entirely on the customer and their spheres. Design thinking and design process in turn reinforce the customer-centric nature of customer-dominant logic by introducing the requirement of communicating the customer insights in an emphatic fashion. In summary, customer-dominant logic expands and sharpens the scope of customer research in a design process, and design thinking defines how the findings are communicated when transitioning to the next phases of the process.

Overall, the group that conducted the customer research are confident in the ability of the personas that were developed to accurately represent the insights obtained from the customer research. The personas do not represent the Master's degree students as a whole; each student is an individual, and there is no single student that would perfectly align with the personas. The personas do, however, represent identified patterns within each Master's degree programme, and to a degree patterns identified among the participants in general. The characteristics were identified from the research sample. As such, they are not necessarily adoptable in other environments. Running the same process again using different samples would result in a different set of characteristics.

In this thesis, a set of 22 behavioural variables (Table 3) were identified through qualitative first-hand research. The set of variables was drawn from the sample, and influenced by both the assignment and by customer-dominant logic that served as the framework for the research. Customer-dominant logic implied that research should be extended outside the core activity of learning, observe the customer's world as a whole, and enable understanding of the customer's internal logic. Design thinking builds upon having empathy for the customers, in other words being able to see the world from the customer's point of view. In addition to the theoretical framework, the goal of the project is to develop learning environments that support utilizing interfaces of multidisciplinary education, collaboration with working life and integrating RDI activities into studying.

Students that have familiarized themselves with the personas have expressed that the personas are characters that they can identify with. As the bottom line, the group that

conducted the research is confident to make the statement that if a new learning environment is fit for a persona representing a certain group of students, it is fit for most of the students in the programme as well. The personas expressed different views than were originally expected by the author. The author of this thesis expected to see personas that desire online learning environments independent of time and place, as well as a strong desire from the students to graduate as soon as possible. Based on the sample, both assumptions were proven to be wrong in the end. This highlights the necessity of developing new concepts based on customer research instead of personal, biased assumptions.

5.2 Suggested refinements for the case study

This chapter takes a critical look at the process, discusses the shortcomings in the process and methods used in the case study, as well as potential improvements. Avenues for further research are then suggested. Finally, suggestions are made of how the process described could potentially be used to support development work in higher education in general.

While the customer research managed to deliver expected outcomes, there is always room for improvement. The first point of criticism is pointed towards the small size of the team conducting the customer research. From start to finish, the composition of the team working on customer research saw a number of changes. Additionally, only one member of the team is employed by the case organization on a fixed-term contract. This was noted as an issue while the personas were modelled. Two members of the team went through all the data collected during the study. They were also the ones responsible for doing the majority of the interviews. During the process they obtained a vast amount of tacit information regarding the students. As personas are archetypical characterizations of the users, plenty of information of the students was left outside of the final presentations.

While all of the recording and other research material still exists, it is classified as confidential, and thus protected from being efficiently used in other development activities in the case organization. Confidentiality of the informants' identity and their inputs was, and still is considered to be a key element in obtaining honest feedback from students regarding their learning experiences in Laurea. Still, confidentiality of the documentation can be seen as a factor that reduces the reliability of the customer research. Presenting authentic documentation would help in building reliability (Hirsjärvi, Remes & Sajavaara 2010, 233), but issues with confidentiality form a barrier to do so. In order to build reliability, a detailed presentation of the research process is required (Hirsjärvi et al. 2010, 232), and this has also been the guideline for this thesis.

In order for the organization to make the most out of a design research project, the author has two suggestions. First, the customer research should at least in part be conducted by people who are expected to continue working on customer-centric development tasks in the

future to make the most out of the understanding that is developed during the research. Second, the number of people participating in customer research should be numerous. In the process described, the number of people working on customer research varied during the process, starting from one person and maxing out at four persons. All of the research material was gone through by two people, and those were also the persons that felt they had obtained a holistic picture of the research sample. To conclude, having an in-house team that has a sufficient amount of members is recommended in order to make the most out of the extended customer-understanding in developing customer-centric offerings

Additional criticism is pointed to the scope of the development project. The scope here is wide. When developing new concepts, narrowing down the scope would benefit the customer research, as it would enable having more specific information about the customers. The present insights offer an overview of the kinds of concepts that could be offered, but they are of limited help in developing but they offer limited insights that would be helpful in developing a certain kind of a learning environment. For example, the insights point out certain groups of students that might benefit from having electronic learning environments for their mobile devices. It does not, however, provide information that would be beneficial in designing that particular environment when it comes to technical solutions. Design is iterative and experimental in nature, but further first-hand research would be recommended when it is seen necessary to develop learning environments that are customer-centric not only on the level of concept, but on the level of execution as well.

The methods used in the customer research were purposeful. Using probes in particular revealed insights of the participants' personal lives that are reflected in student personas. The participants of the probe study expressed the LEGO keychain to be particularly useful as a reminder of the on-going study. That being said, few of the participants were able to fill and return the diary in the suggested time. While the return rate of the diaries was high, with only one of the participants unable to return the diary at all, the author suggests considering ways to ensure that the probe artefacts are returned on time in cases where project deadlines are rigid. The return rate of the photography task was not as good. Out of the 12 participants taking on the probing task, six did not deliver any photographs. Most of them mentioned that they forgot about the photography task, and as they remembered it, the moment had fled. Additionally, many of the learning events took place in working environments, and many of the situations such as business managements students' meetings with customers or social and healthcare students' encounters with patients were such that taking photos would be considered inappropriate.

Interviews with the participants that took part in the probe study produced more insights compared to the participants who were only interviewed. This was to be expected, and it was also evident in the amount of quotes written on the context maps later on. During the

interviews, using the Day in the Life exercise provided a number of natural opportunities for follow-ups for the interviewer. Implementing this exercise in similar research projects is recommended by the author.

Finally, the importance of screening the participants carefully became evident during the research. At one point of the customer research, recruiting errors were made in an attempt to find suitable participants with no sampling, which resulted in interviewing a number of outliers that were not representative of the group. The error was identified, and additional interviews were conducted in order to obtain meaningful insights. While this had no effect on the final outcomes, it delayed the customer research unnecessarily.

5.3 Developing customer centricity in higher education

This thesis placed focus on Master's degree students in the context of developing learning environments that integrate RDI activities and working life collaboration with studying. There are, however, numerous other actors involved that should be taken into consideration. While understanding the students is helpful, it might also be worth taking a look at the employers of the students, as well as potential partners for development projects. Having an understanding of the employers of the students could help bridge the gaps between studying and working that were noticed in this thesis. When it comes to development projects, understanding the potential partners could be an asset in developing environments that aid collaboration between the partners, the UAS and the students.

Creating new concepts has no value in situations in which they won't be implemented. Some of the main hurdles to overcome when it comes to implementation, also touched upon in the final chapter, are organizational. As teaching staff would be the one that ultimately is responsible for the learning environments, understanding their viewpoints might be an asset in venturing towards customer-centric learning environments.

Master's degree students in UAS's come from all kinds of backgrounds. Their reasons to study vary, and so do their preferences on what kind of learning environments suit them the best. What appears to unite the students is that they are all struggling to find the time to somehow manage all of their tasks. A study leave is not a viable option for every student, as in many cases the students place themselves high expectations regarding their career development.

For many students, studying takes the level of labour to a whole new level. Having empathy for the students, meaning seeing the world from their perspective, helps UAS's to develop service concepts that integrate into the students' lives instead of becoming an additional chore in the already busy environment.

Discussions that took place during the thesis process, both with Master's degree students and teachers regarding customer centricity in higher education revealed that higher education is often seen as a provider-dominant activity. Numerous examples were given of situations in which education is conducted under the terms of the teacher. Both topics being taught as well as methods and learning environments used were considered to originate more from the teacher's perspective instead of placing the primacy on the students. Organizations that are willing to take a customer-dominant approach need tools and methods in order to do so. This thesis described an approach that can be used to build an in-depth understanding of Master's degree students on a general level. It explored the lives of students beyond what can be observed in a classroom setting. Many variables have an effect on how students experience different kinds of learning environments, and the reasoning behind those preferences is oftentimes reflected in other activities taking place in the students' lives. While the outcomes of this thesis have little value for other organizations, the process can be repeated to produce organization-specific understanding of the customers in a similar setting.

Seeing things from other people's point of view is vital when designing customer-centric concepts. The real value of understanding customers comes from the ability to align new concepts with that understanding. The internal reasoning between individuals varies greatly, but unveiling common patterns in larger groups of people might open up venues for entirely novel solutions that appeal to a larger mass of people. To give a concrete example, for many students advancing their career is the primary reason to apply for Master's degree education. For such person, learning environments should provide additional fuel to advance their career instead of placing focus on sitting in a classroom and reading a book at home. Students that aim for a new career might appreciate environments that enable them to showcase their newly developed skillset in a tangible fashion. For an aspiring entrepreneur, environments that give them the opportunity to network with people who might be able to help them with their entrepreneurial aspirations. For any instance that offers higher education, building a reputation as a school that can genuinely support their students in reaching their aspirations and be better off once they graduate could provide a competitive advance.

Learning environments have a great impact in how students perceive their educational experience. While learning is important, the ways learning is facilitated can both improve the learning as well as the overall experience. We end on a quote from one of the research participants that highlights the value of experience, and serves as food for thought for any organization to focus more on their customers and less on their own processes. It is worth noting that customers orientate themselves within a world of possible practices and activities, and are the ones that decide what kinds of experiences they are seeking out (Heinonen et al. 2009, 11). During the interview, the quoted student had mentioned a number of times that studying had taken all of her free time and that her Master's thesis had been a

nightmare to finish. While adding studying to an already busy life can be taxing, it can also be a rewarding experience:

*“The past one and a half years have been an incredible experience!
It actually feels kind of bad to think that I’m about to graduate soon.”*

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Appendix 1: Design Brief

DESIGN BRIEF

Projektin kuvaus	Projektissa kehitetään palvelumuotoilun työkaluja käyttäen konsepteja sille, millaisia Laurea-ammattikorkeakoulun YAMK-ohjelmissa opiskelu voisi olla tulevaisuudessa. Keskeisiä teemoja konsepteille ovat monialaisen opetuksen rajapintojen hyödyntäminen, työelämäyhteistyö ja TKI-toiminnan integrointi opiskeluun. Kehitettyjen konseptien toimivuutta ja tarkoituksenmukaisuutta arvioidaan prototyyppien avulla.
Tarkoitus / Laajuus	Alkuvaiheessa tavoitteena on muodostaa ymmärrys eri kohderyhmien aiheeseen liittyvistä tarpeista ja rajoitteista sekä kuvata nämä käyttäjäprofiileina. Käyttäjäprofiilien perusteella ideoidaan projektin kuvauksen mukaisia konsepteja. Konseptien ideointivaiheeseen siirryttäessä määritellään tarkemmat reunaehdot, joiden puitteissa ideointi tapahtuu. Konseptit voivat olla esimerkiksi uudenlaisia oppimisympäristöjä, opetusmenetelmiä, kumppanuushankkeita tai opetussisältöjä.
Tutkittavat kysymykset	Millaisia ovat YAMK-opiskelijoiden profiilit? Millaisissa verkostoissa he toimivat ja mikä voisi olla Laurean rooli? Millainen malli olisi vetovoimainen, vahvistaisi oppimista, tukisi työelämän laajempaakin kehittymistä ja liittyisi Laurean TKI-toimintaan?
Kohderyhmät	Tunnistettuja suunnittelun kohderyhmiä ovat Laurean YAMK-opiskelijat, opetushenkilöstö sekä työelämän edustajat yksityiseltä sekä julkiselta sektorilta. Muut keskeiset kohderyhmät tullaan tunnistamaan sidosryhmäanalyysin avulla.
Tutkimussuunnitelma	Kohderyhmien edustajista laaditaan käyttäjäprofiilit, sidosryhmäanalyysi sekä käyttäjätarinat. Kohderyhmistä saavutettua ymmärrystä tullaan käyttämään ideointivaiheessa varmistamaan uusien konseptien vetovoimaisuus ja tarkoituksenmukaisuus eri sidosryhmien tarpeisiin perustuen. Primääritiedon hankinta tullaan toteuttamaan erilaisia haastattelumenetelmiä sekä etnografisia tutkimusmenetelmiä käyttäen.

	<p>Tulevaisuudentutkimusmenetelmien käyttämistä pidetään projektin alkuvaiheessa todennäköisenä.</p> <p>Vaikutteita tullaan hakemaan nykyisin käytössä olevien oppimisympäristöjen lisäksi myös muista ympäristöistä. Muista ympäristöistä haetut vaikutteet tullaan sisällyttämään ideointivaiheessa virikkeiksi ajatustyölle.</p>
Odotettavat tulokset	<p>Projektin odotetaan tuottavan useita konsepteja, jotka mahdollistavat Laurea-ammattikorkeakoulun YAMK-ohjelmien</p> <ol style="list-style-type: none"> 1. Opiskelijoiden monialaisen osaamisen rajapintojen hyödyntämisen 2. Työelämäyhteistyön vahvan yhdistämisen opintoihin 3. Vetovoiman ja kiinnostavuuden kasvamisen eri sidosryhmille 4. TKI-toiminnan integrointi osaksi <p>Projektin tavoitteisiin kuuluu myös organisatorinen oppiminen.</p> <p>Tutkimusvaiheessa tuotettua tietoa voidaan käyttää projektin ulkopuolella myös muun toiminnan suunnittelun tukena.</p>
Onnistumisen mittarit	<ol style="list-style-type: none"> 1. Ymmärretäänkö sidosryhmien tarpeet ja rajoitteet riittävän hyvin, jotta niihin perustuen voidaan käynnistää uusien konseptien ideointi? 2. Täyttävätkö ideointivaiheessa kehitetyt konseptit niille määritellyt kriteerit? 3. Täyttävätkö prototyyppien avulla koestetut konseptit alkuperäisen tehtävänannon määritelmät?
Projektin suunnittelu	<p>Projektin alun tutkimusvaihe saadaan valmiiksi marraskuun 2014 loppuun mennessä. Ideointi- ja konseptien luonti toteutetaan tammi-helmikuussa 2015. Konseptien kokeilut toteutetaan vuoden 2015 kevätlukukauden puitteissa. Tarvittaessa konseptien kokeiluja voidaan jatkaa myös tämän jälkeen tapauskohtaisen arvioinnin perusteella.</p> <p>Tutkimusvaiheen jälkeen käynnistyvää ideointivaihetta varten laaditaan uusi toimeksiantoasiakirja, jossa määritellään tarkemmin mitä kriteereitä uusien konseptien tulee täyttää. Ideointivaihetta edeltää ideointitiimin jäsenten valinta ja rekrytointi.</p>

Appendix 2: Diary pages and instructions

Hello, and welcome!

Thank you for taking part in the study. This book consists of two parts. The first pages provide information about the study and instructions for the tasks.

I'd like you to document your learning experiences for one week. After you are done, the material can be sent back using the prepaid envelope included. We will have an interview later on. I'll contact you to arrange a suitable date. There's a small reward for participating the study as well.

Feel free to call, text or email me if something appears unclear, or if you would like further instructions.

Thank you again for your help.
Have a nice week!

Jaakko Porokuokka
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jaakko.porokuokka@student.laurea.fi

Instructions

Task 1: The diary

This book is also a diary. For each day there are a couple of pages for you to write (or draw if you feel like it) about learning experiences.

Did you find new angles to familiar topics through a conversation? Found a new way to cook rice? Had an epiphany? Participated in an interesting meeting or a seminar? I'd like to hear what happened, and how. Feel free to write in Finnish if it feels more natural to you.



Instructions

Task 3: Snap some photos

I would like you to take a couple of photos throughout the week of things that are meaningful to your learning. They might be certain places, people, objects, tools, or anything you can think of.

Don't get too critical about what you take a picture of. When in doubt, just go for the snap. No need for special kit either, the camera on your cellphone will do just fine.

There's a memory stick included in the kit for you to store and return the photos with. If it's more convenient, you can also transfer the photos online through whichever service you prefer.

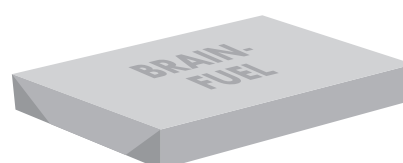


Instructions

Task 2: Card-deck

There is a pack of cards included with some themes related to learning. Have a look at them when you feel like it, and come back to them later. Do you find the themes relevant to the your learning?

There's a scale of relevance in each card, and a text field to elaborate on your thoughts. There's no need to fill them all, pick the ones that appeal to you for whatever reason. We will have a look at your deck during the interview.

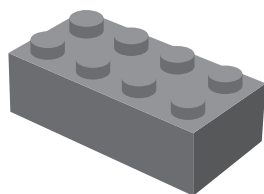


The Lego-brick is a double agent

The Lego-USB-memory is a brick on a mission. It's not there only to serve as a storage for the photos, but also to remind you every once in a while that this is indeed a special week.

When our lives get buzy, participating in studies such as this are easily forgotten. I would ask you to attach the brick to your keychain for the duration of the week. That way it can give you the occational reminder of the ongoing study.

Also, if you like the block, you can have it for yourself after the study. It works with the regular building blocks as well!



DAY 1

What did you learn today?

Where was that?

Were there other people involved?

When was that?

Morning Afternoon Evening Late night Night

How are you feeling?



DAY 1

Thank you!

I appreciate your
feedback if you have some.

I'm looking forwards
to talking to you!

Appendix 3: Card-deck



JAAKKO'S TYPICAL DAY

Appendix 4: A day in life-sheet

5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	00	1	2	3	4	5
.....				Morning					Afternoon				Evening & Late night					Night		

Appendix 5: Interview body

Haastattelurunko – Väljä rakenne

Haastattelu saa edetä intuitiivisesti ja perustua luotaimista nousseisiin tietoihin

Taustaa

Meillä on käynnissä kehityshanke, jossa pohditaan ylempien ammattikorkeakoulututkintojen tulevaisuuden oppimisympäristöjä; haluaisimme että ne palvelisivat mahdollisimman hyvin opiskelijoita ja muita sidosryhmiä. Yhtenä tärkeänä tavoitteena on pyrkiä integroimaan ylempien korkeakoulututkintojen tutkimus-, kehitys- ja innovaatiotoimintaa osaksi työelämää. Samoin me halutaan kehittää käyttäjäkeskeisesti ihan oikeita konsepteja uudenlaisten oppimisympäristöjen luomiseksi ja testata niitä.

TÄYTETÄÄN VASTUUVAPAUTUSPAPERI

Sä opiskelet siis _____ ylempää korkeakoulututkintoa (kerro koulutusohjelman nimi niin, että kuuluu kameralle). Aloitetaan vaikka siitä että...

- Kuka olet ja mitä teet?
- Monettako vuotta opiskelet?
- Mitä sä nykyisin teet työkseksi?
- Minkälainen sun perhetilanne on?

Elämänhallinta opiskeluaikana

Katsotaan vähän sitä, miltä sun tyypillinen päivä näyttää nyt opiskeluaikana.

TÄYTETÄÄN TYYPILLINEN PÄIVÄ -TEHTÄVÄ

- Miten sä oot pystynyt integroimaan opinnot osaksi työtä?
- Miten sä oot onnistunut yhdistämään opiskelun, työn ja perheen?
- Mitä sä oot jättänyt elämästäsi pois tehdäksesi tilaa opiskelulle?
- Miksi sä aloitit YAMK-opinnot? Mikä oikeastaan oli sun tavoite?

Opetusmetodit

Jatketaan puhumalla sun opiskeluista käytännön tasolla.

- Nyt kun katsot taaksepäin, onko YAMK-opiskelu vastannut sun odotuksia?
- Miten tavoitteet ovat muuttuneet siitä, kun aloitit opiskelusi?
- Mikä oli paras opintojakso?
- Minkä olisi voinut jättää pois?
- Puuttuiko opintokokonaisuudesta jotain tärkeää?
- Jos ajatellaan käytännön hyötyä työelämässä, niin mistä kursseista on ollut erityisesti hyötyä? Tarkennuksia kurssien sisällöistä?
- Pidätkö enemmän yksilö- vai ryhmätöistä? Entä jos ei olisi ajallisia rajoitteita, jos on vaikka opintovapaalla?
- Mikä sun tausta on, millainen koulutus sulla oli ennen tämän tutkinnon aloitusta?

- Oliko tämä opintokokonaisuus erilainen opetusmuodoiltaan kuin edellinen tutkinto?

KORTTIPAKKATEHTÄVÄ

Puhutaan vielä vähän tarkemmin opetusmetodeista. Nappaa tästä korttipakasta intuitiivisesti sellaiset oppimismenetelmät, jotka on sulle keskeisiä. Kerro miksi. Merkkää myös kortin toiselle puolelle skaalalla 1-10, kuinka keskeiseksi ne koet. Mitä jää ulkopuolelle ja miksi?

Työnantaja ja opiskelu

Puhutaan lopuksi vielä sun työnantajasta.

- Oletko voinut hyödyntää oppimiasi asioita töissä?
- Miten sun työnantaja suhtautui sun opiskeluihin?
- Kuinka hyvin sun työpaikalla oltiin tietoisia sun opinnoista, niiden sisällöistä, etenemisestä jne? Olisiko Laurea voinut antaa paukkuja siihen, että oltaisiin oltu paremmin tietoisia?
- Miten paljon kouluprojekteja sä sait tehtyä sun omalle työnantajalle?
- Missä määrin sun opinnoissa oli muita työelämäkeissejä? Oliko määrä sopiva?
- Laurealla on tavoitteena lisätä TKI-toimintaa osaksi opintoja. Koetko että sä oot tehnyt sun työnantajalle koulutehtävilläsi tutkimusta, kehitystyötä tai innovaatiotoimintaa?
- Haluaisitko sä tulevaisuudessa tehdä kehittäjän, johtajan tai innovoijan työtä?
- Pitikö sun työnantaja sun koulutehtäviä TKI-toimintana?
- Tiedätkö miten sun työpaikalla yleensä huolehditaan tutkimuksesta, kehityksestä ja innovoinnista?
- Tuleeko sulle mieleen, miten sun työnantaja voisi hyötyä Laureassa tehtävästä TKI-opetuksesta?
- Onko teillä kokemusta hankeyhteistyöstä oppilaitosten kanssa?

Muut opiskelun hyödyt

- Onko opiskelu kehittänyt muuten sun uraa, verkostoja, itseluottamusta, henkilökohtaista brändiä jne?
- Kuvaile sun verkostoja, koetko sä ne riittävän laajoiksi? Minkälaisia ihmisiä ja mistä yhteyksistä niihin kuuluu?

Tulevaisuuden näkymät

- Jos ajatellaan maailmaa vaikkapa 3 vuotta eteenpäin, missä näkisit itsesi ammatillisessa mielessä?
- Vieläkö meinaat jatkossa lähteä opiskelemaan korkeakoulutasolla?
- Jos, niin millainen koulutusohjelman pitäisi olla? Nyt ei kannata ajatella rajoitteita, vaan sitä millaista itse opiskelu olisi, ja mihin se johtaisi? Ammatillisesti, henkilökohtaisella tasolla, verkostotasolla jne?

Appendix 6: Preliminary persona definition

Attribuutti	SoTe	YTI
Turvallisuushakuisuus	Turvallisuushakuisuus painottuu korkealle. Ala on painottunut julkiseen sektoriin ja henkilöillä on kapea ymmärrys yksityisiä yrityksistä.	Painottuvat turvallisuushakuisuuteen. Oma työ nähdään pääsääntöisesti mielekkäänä, tai ikä muodostaa henkisen esteen ajatella muutoksia.
Työnantajan tuki	Pääsääntöisesti saavat tukea työntantajalta, jotkut haluavat itse pitää työnantajan erillään.	Tuki työnantajalta ei ole hirvittävän vahva, koska toimivat etupäässä tukitoiminnoissa.
Opiskelun ja työn integraatio	Sama näkyy työelämän integraatiossa.	Opiskelutehtävät saa pääsääntöisesti sidottua työelämään hyvin, ja lähiesimiesten kanssa yhteistyö onnistuu kivuttomasti.
Tyytyväisyys opintoihin	Ovat jokseenkin tyytyväisiä opintoihin, etenkin keskusteluihin. Kärsivät epämääräisistä tehtävänannoista.	Ovat pääosin tyytymättömiä opintoihin. Tehtävänannoista on vaikea saada kiinni ja opiskelujen eteneminen on epäselvää. Ylitsevuotava akateemisuus aiheuttaa halua keskeyttää opinnot.
Tutkintovetoisuus	Ovat tutkintovetoisia; Se on harvoja tapoja edetä uralla.	Tutkintoa tullaan hakemaan, mutta sen saamiselle ei ole kiirettä tai ehdotonta pakkoa. Tutkintoa tehdään todistaakseen itselleen jotakin, sekä varaudutaan tulevaisuuteen.
Opintojen vaivalloisuus	Ne, joilla ei ole pitkää taukoa opiskelusta, pitävät opintoja vaivattomampina	Opinnot ovat hyvin vaivalloisia, ja vääristä syistä. Opiskelijoiden on vaikea hahmottaa opintojen kokonaisuutta ja tehtävänantojen merkitystä.
Opinnoista nauttiminen	Nuoremmat nauttivat opiskelusta enemmän.	Eivät juuri nauti opinnoista, koska niiden tekeminen on liian vaivalloista.
Verkostojen nykytila	Verkostoa ei luoda Laureassa. Se luodaan enemmän oman työpaikan yhteisöissä.	Verkostot eivät keskity Laureaan, vaan ovat paljolti henkilökohtaisia. Harrastuneisuuden kautta syntyneillä verkostoilla sekä oman taustaorganisaation verkostoilla on merkittävämpi rooli elämässä.
Aktiivisuus alalla koulun ulkopuolella	Alalla ei ole aktiivista tapahtumakulttuuria. Jonkin verran vapaaehtoistyötä on tarjolla.	On jonkin verran aktiivinen oman taustaorganisaationsa puitteissa sekä verkostoissa, jotka ovat henkilökohtaisen kiinnostuksen kohteina.
Opiskelun priorisointi	Opiskelun prioriteetti on korkeampi nuoremmilla, pyrkivät myös saamaan opiskelusta enemmän irti. Vanhemmat hakevat tutkintoa.	Opiskeluprioriteetti on korkean puolella. Henkilökohtainen elämä mahdollistaa sen ja usko opiskelusta saatavaan hyötyyn jossain vaiheessa elämää on vahva.
Lähiopetus-Etäopetus	Suosivat lähiopetusta. Erityisesti keskustelujen vuoksi, eivät niinkään luentojen. Teknologian vierastaminen vaikuttaa myös.	Suosivat jonkin verran etäopetusta, koska koulun lähipäivistä ei koeta saatavan hirveästi irti. Ryhmä on suhteellisen merkityksetön. Menetelmäopetus on ollut hyvää antia lähipäivien osalta.
Yksilö- ja ryhmätyöt	Suosivat yksilötehtäviä. Ryhmätyöt koetaan vaivalloisina eikä ryhmällä ole yhteistä viestintäkanavaa. Ryhmäytyminen ei kiinnosta.	Painottavat yksilötehtäviä, mutta eivät niin voimakkaasti kuin SoTe-alalla. Tekninen valmius ryhmätyöskentelyyn etänä olisi olemassa.
Monialaisuus	Eivät suuremmin katsele oman alan suppilon ulkopuolelle. Näkevät yhtenäiskohtia turvallisuusalaan, mutta lähinnä työturvallisuudessa.	Näkevät oman toiminnan yhtymäpinnat muihin aloihin, mutta ovat kuitenkin TiKo-painotteisia. Näkevät itsensä etupäässä muiden toimintaa tukevana ja mahdollistavina henkilöinä.

Attribuutti	SoTe	YTI
Työn rooli elämässä	Työ on kutsumusvetoista, mutta eivät kannata töitään kotiin. Työt pidetään erillään siviilielämästä.	Työllä on kohtuullinen rooli elämässä, mutta eivät kuitenkaan elä työtään tai työyhteisöään varten.
Luovuus	Luovuus on tavoitteena, koska SoTe-työssä tulee pystyä soveltamaan toimintaa yksilöiden tarpeisiin.	Luovuus ei ole tavoitteena, ennemminkin korkean tason tekninen osaaminen ja käytänteiden hallinta. Ajatusmaailmana ei ole niinkään täysin uuden luominen, vaan vanhan päälle rakentaminen.
Maailmankatsomus kehittäjänä	Status Quo-vetoisuus. Eivät näe nykyisin olevan asemassa, jossa voisivat oikeasti vaikuttaa maailman menoon.	Eivät ole vahvasti kehityshenkisiä. Pyrkivät tukemaan omalla toiminnallaan taustaorganisaatioitaan.
Tekninen osaaminen - Maailmankatsomus	Hakevat näkemyksiä ja diskuteerausta. Eivät niinkään faktatietoa tai menetelmäosaamista.	Hakevat teknistä osaamista ja menetelmiä omaan työhönsä. Maailmankuvan laajentaminen ei ole prioriteettinä.
Työsuhteen luonne	Vaihtavat hyvin harvoin työntantajaa, vaikka olisivat tyytymättömiä.	Nuorempien keskuudessa työpaikan vaihtaminen katsotaan olevan normaali osa elämää. Pidempään uraa tehneiden keskuudessa nykyinen työpaikka tuntuu turvalliselta, koetaan että omat paperit eivät ole kovin kovaa valuuttaa nykypäivän työmarkkinoilla uudempaan sukupolveen verrattuna.
Verkostoitumisen tahtotila	Verkostoituminen on oman alan sisäistä.	Jyrkkä EI verkostoitumiselle. Ovat yllättävän vahvasti kallellaan omissa oloissaan pyörimiseen. "Gurujen verkosto netissä".
Urasuunta	Olisivat valmiita työpaikan vaihtoon, mutta eivät varsinaisesti hae sitä. Työpaikan pitäisi olla jokseenkin unelmallinen, jotta riski kannattaisi.	Eivät ole hakemassa uutta uraa. Pääsääntöisesti ovat kohtuullisen tyytyväisiä nykytilanteeseen, mutta haluavat pitää etenemismahdollisuutensa avoinna ja näkevät työmarkkinat elävinä.
Teknisyys	Eivät ole teknisiä. Puhelimet on 6110-linjaa ja FB-profiilit työprofiileja. Työelämä ei myöskään vaadi kovaa teknisyttä, vaan on high-touch.	Ovat teknisiä noin lähtökohtaisesti, eivät kuitenkaan painota sitä oppimismenetelmissään.
Yrittäjähenkisyys	Eivät ole yrittäjähenkisiä. Painottuvat vahvasti työntekijän rooliin	Ovat työpaikkahakuisia, eivät yrittäjähenkisiä.
Ikä	Ikähaitari on laidasta laitaa, eivät kuitenkaan ihan vanhuksia ole. Keskimääräistä vanhempi persona.	Haitari edustettuna molemmista päistä.
Perhe	Perheelisyys vaihtelee vahvasti.	Ovat pääosin yksineläjiä tai lapset ovat jo varttuneita.

Attribuutti	Turva	LiKo
Turvallisuushakuisuus	Ovat keskimääräistä riskinotto-kyky- sempiä ja luottavaisia löytävänsä uu- den uran ammatillisella osaamisellaan. Tämä voi johtua siitä, että turvallisuus- alan ylempi on niche.	Eivät pelkää laittaa itseään likoon tai me- nettävänsä kasvojaan. Oman onnensa sepät.
Työnantajan tuki	Nauttivat melko vahvaa tukea työnanta- jaltaan. Työnantajat eivät ole suoranai- sen kiinnostuneita opinnoista, mutta antavat kuitenkin vapauden suorittaa opintoja ja suhtautuvat myönteisesti.	Tuki ei ole vahvaa, koska työnantajat eivät oikeastaan ymmärrä mitä koulussa teh- dään. Koulumaailma poikkeaa työmaail- masta, mikä aiheuttaa ristiriitaisia tunteita työyhteisössä.
Opiskelun ja työn integraatio	Onnistuvat integroimaan oppimistehtä- vät työmaailmaan suurimmilta osin hyvin. Kapea erikoistuminen haittaa joidenkin opintojaksojen sitomista työ- elämään, mikäli se ei suoraan satu osumaan omaan erikoisalaan.	Silloin kun olosuhteet sen sallivat, opiskeli- ja integroi opinnot ja työt. Silloin kun aika on väärä, ei vaivauduta edes yrittämään.
Tyytyväisyys opintoihin	Ovat melko tyytymättömiä opintoihinsa. Sisällöt ovat olleet OK, mutta toteutus- ten laatu ei aina vastaa toiveita. Ryh- män osaamista toivottaisiin jaettavaksi enemmän.	Erittäin tyytyväisiä ilmapiiriin ja ryhmään sekä opetettaviin aiheisiin. Sisältöjen ja viestinnän osalta kaivattaisiin uudistamis- ta. Korkea energiataso. Kukaan ei puhu lopettavansa.
Tutkintovetoisuus	Ovat vahvasti tutkintovetoisia. Tutkinto nähdään porttina parempiin työtehtä- viin, ja monesti se sitä myös on.	Tullaan hakemaan uudenlaista osaamista ja urasuuntia. Tutkinto aiotaan suorittaa valmiiksi, mutta se ei ole prioriteettinä opinnoissa kuin harvoilla.
Opintojen vaivalloisuus	Opiskelu on keskimääräistä vaivatto- mampaa. Työmäärä ei ole kohtuuton ja opintojaksot tulevat valmiiksi ajallaan. Asenne vaikuttaa keskimääräistä ku- rinalaisemmalla.	Opintojen sovittaminen muun elämän rytmiin on haasteellista. Tehtävien määrä ja muoto aiheutti myös haasteita. Raporttia raportin perään-meininki oli ongelma, muunlaisia tehtäviä ei koettu niin vaivalloi- siksi.
Opinnoista nauttiminen	Suhtautuminen on melko neutraalia. Opiskelu ei herätä suuria tunteita mi- hinkään suuntaan.	Nauttivat opiskelusta. Ryhmä ja siihen liittyvä energia toimivat motivaattoreina.
Verkostojen nykytila	Verkostot ovat alalla sisäänpäin kään- tyneitä. Turvallisuusala elää omaa elä- määnsä ja tekee parhaansa pitääkseen siilonsa ehjänä. Verkostoitumistapah- tummat ovat alan sisäisiä.	Alalla pärjääminen vaatii monialaista ver- kostoitumista. Ryhmän monipuolisuus on jo itsessään etu ja edesauttaa monialaisen verkoston rakentamista niille, jotka sellais- ta kaipaavat.
Aktiivisuus alalla koulun ulkopuolella	Koulun ulkopuolinen toiminta ei ole laajaa, mikä rajoittaa myös aktiivisen toiminnan mahdollisuuksia. Alan toimijat tuntevat pitkälti jo toisensa, ja näiden keskuudessa tavataan silloin tällöin.	Alan monimaiset verkostoitumis- ja "näyt- tämismahdollisuudet" pyritään hyödyn- tämään. Tapahtumista ei välttämättä haeta uusia kontakteja, vaan myös ymmärrystä alasta kokonaisuutena. Oman asiantunti- juuden ja ammatti-identiteetin rakentamis- ta.
Opiskelun priorisointi	Tutkinnon tärkeys uran kehittymisen kannalta priorisoi opiskelua. Opintoja ei jätetä roikkumaan kovin pitkäksi aikaa. Pääsääntöisesti 8-16-homma mahdol- listaa opiskelun säännöllisesti ja järjes- telmällisesti. Vastuu perheestä, perin- teiset sukupuolimallit?	Opiskelu rakentuu nopeasti osaksi omaa identiteettiä. Opiskelu koetaan mielekkäänä ja paljon uutta antavana. Yhdistää miel- ekkäällä tavalla vanhoja oppeja uuteen viitekehykseen.
Lähiopetus-Etäopetus	Lähiopetus on standardi. Opintojen toteutustavalla ja sisällöllä on suurempi merkitys sille, onko lähiopetuskerta kotoa lähtemisen arvoista.	Lähiopetus koetaan merkittäväksi ja mie- lekkääksi. Ryhmällä on tähän merkittävä vaikutus. Etäopetusta ei kaivattu.
Yksilö- ja ryhmätyöt	Suositaan yksilötyötä, koska ne koetaan vaivattomammiksi. Ryhmätöiden vaatima aikataulujen yhteensovittami- nen koetaan haasteelliseksi eikä siihen olla rutinoiduttu .	Ei preferenssiä, mutta ryhmähengen vuoksi ryhmätöillä on pieni suosionpoika- nen. Spin-off-osallistumiset erilaisiin kil- pailuihin yms.
Monialaisuus	Muiden alojen toiminta on mielenkiin- toista silloin, kun siinä on yhtymäkohtia omaan toimintaan. Mennään monesti turvallisuuskärki edellä	Muiden alojen toiminta on mielenkiintoista silloin, kun siinä on yhtymäkohtia omaan toimintaan.
Asenne hanketyöskentelyä kohtaan	Lähtisi hankkeisiin, jos näkisi sen sel- keästi edesauttavan omaa urakehitystä. Hankkeen pitäisi kuitenkin istua sau- mattomasti nykyiseen urakehitykseen.	Hanketoimintaan haluttaisiin mukaan, jos se edesauttaisi uuden uran löytämistä tai jos hankkeessa voisi rakentaa identiteetti- ään opintojen kontekstissa.

Attribuutti	Turva	LiKo
Luovuus	Alan top-down-henkinen perinnemaailma suosii Best Practices-tyyppisiä sovelluksia. Luovuudelle on jonkin verran sijaa esimerkiksi ihmisten johtamisessa, mutta sitä ei edellytetä.	Hakevat sisäsyntyiselle luovuudelleen ammatillisia kanavia?
Maailmankatsomus kehittäjänä	Yhteiskunnan palvelijoita, hyväksyvät nykytilanteen eivätkä näe itseään muutoksentehtäjinä. Naureskelevat yhteiskunnan olotilan kritisoijille.	Omaksuvat nopeasti valonkantajan viitan. Ohjelmaan hakeutuminen itsesään on signaali siitä, että opiskelija on avoin muutoksille ja kehitykselle.
Tekninen osaaminen - Maailmankatsomus	Hakevat tutkintopainotteisesti omaan työhön sovellettavaa tietoa ja menetelmiä. Hakevat keskustelusta omaan maailmankatsomukseensa sopivia vaihtoehtoisia ajattelumalleja.	Hakee sovellettavaa tietoa ja taitoja, jotka voi oppia monesti vain soveltamisen kautta. Eivät kaipaa akateemista pyörittelyä vaan ratkaisukeskeistä ajattelua.
Työsuhteen luonne	Suosivat pitkäkestoista työsuhdetta, "yhteiskuntakuuliaisuus". Koluavat yhden urapolun loppuun ennen uusien suuntien pohtimista. Eivät "kimpoile ympäriinsä".	Kaksi koulukuntaa molemmista ääripäistä. Primäärinä tarvittaisiin vahva potku, että lähtisi aktiivisesti hakemaan uutta uraa. Keikkaa reunalla, kuitenkin vanhan työpaikan puolella. Näkee työmarkkinat alati elävinä.
Verkostoitumisen tahtotila	Verkostoja ei tulla hakemaan, mutta syntyvät verkostot otetaan ilolla vastaan ja niitä hyödynnetään.	Haluaisi verkostoitua, mutta tarvitsisi sille luontevan syyn. Ei halua olla tyrkky.
Urasuunta	Opiskelu on kiihdytyskaista omalla uralla. Uranvaihto ei ole aktiivisesti mielessä, mutta sen nähdään häämöttävän mahdollisesti kaukaisessa tulevaisuudessa.	Uusi ura on haussa heti kun otollinen tilaisuus koputtaa. Seuraa työmarkkinoita aktiivisesti, mutta kokee olevansa altavastaajana hakijana.
Teknisyys	Eivät ole uuden tekniikan edelläkävijöitä tai nopeita omaksujia, mutta käyttävät kuitenkin sujuvasti käyttöönsä vakiintuneita työvälineitä. Voisivatko olla uuden tekniikan evankelisteja työpaikoillaan, jos se tuotaisiin tarjottimella?	Käyttävät opiskelussa paljon teknisiä apuvälineitä. Viestintä kouluyhteisön kanssa tapahtuu ensisijaisesti online.
Yrittäjähenkisyys	Yrittäjähenkisyys on vähäistä johtuen alan luonteesta sekä virkamiesvetoisuudesta.	Keskimääräistä yrittäjyyshenkempää joukkoa. Tunnistetaan maailman muutos pienyritysten suuntaan, mutta omasta osaamisesta on epävarmuutta.
Ikä	Opiskelijoiden osalta keski-ikäistä väkeä.	Persoona 35-vuotias
Perhe	Vaihtelee. Yksi tai kaksi.	Perhevetoinen. Laitetaan 2 lasta, 4- ja 6-vuotiaat.

Appendix 7: Master's degree student personas

Tietojärjestelmäosaaminen

Tiia Harju

Perustiedot:

Ikä: 38
Kotipaikkakunta: Helsinki
Perhe: Avopuoliso
Harrastukset: Elokuvat, käyttöliittymäsuunnittelu
Ammatti: Ohjelmistotestaja
Työnantaja: Posti Group Oyj

Tavoitteet:

- 1: Vahvistaa omaa asemaa työmarkkinoilla tulevaisuudessa
- 2: Löytää omaa kiinnostusta vastaavia projekteja ja työtehtäviä



Tiia aloitti tietojenkäsittelyn ylemmän amk-tutkinnon opiskelut reilu vuosi sitten, mutta totesi jo ensimmäisen lukukauden aikana ettei halua stressata opinnoista liikaa. Tutkinnolla ei olisi suoraa vaikutusta hänen tämänhetkisiin työtehtäviinsä tai palkkaansa. Tiia kuitenkin tietää, että uraa on vielä pitkään jäljellä, ja ennemmin tai myöhemmin tutkinnosta tulee olemaan hyötyä.

Tiian tausta on teknisellä puolella. Hän valmistui tietojenkäsittelyn tradenomiksi Saimaan ammattikorkeakoulusta 25-vuotiaana. Itä-Suomen työmarkkinat eivät kuitenkaan vetäneet, ja Tiia muutti töiden perässä Helsinkiin. Viimeiset kaksi vuotta Tiia on toiminut käyttötukena ja tehnyt verkkosovellusten testausta Posti-konsernissa. Lähiesimies ilahtui Tiian suunnitelmista hakeutua opiskelemaan ja onkin pyrkinyt tukemaan opiskelujen sujumista. Opiskelu lomittuikin melko hyvin päivittäiseen työskentelyyn. Tiian työ on kuitenkin luonteeltaan tukitoimintomaisia ja organisaation johdolle näkymätöntä, eikä sen kehittämiseen löydy aina tukea.

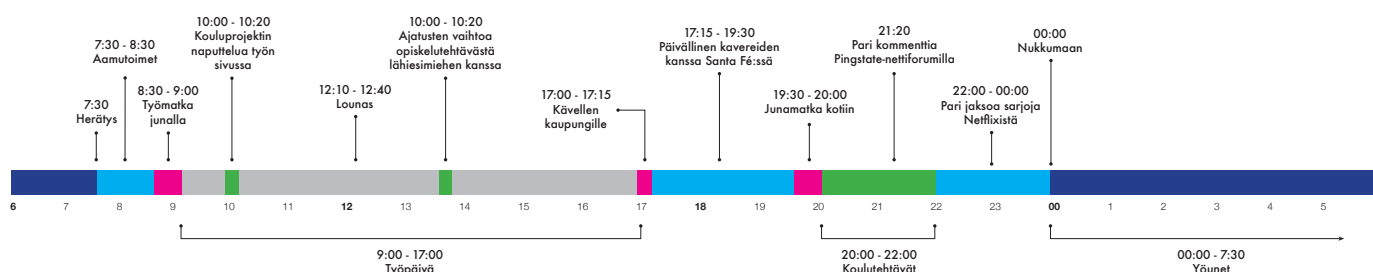
Tiia pitää Postia kohtuullisen hyvänä ja jatkuvasti uudistuvana työnantajana, mutta katsoo nykyisen tehtävänsä olevan lähinnä välivaihe elämässään. Uravaihtoehtoja hän on ajatellut punnitsevana tarkemmin opintojensa päätyttyä. Erityisesti koulusta saatava menetelmäosaaminen olisi mukava saada käyttöönsä. Hän ei kuitenkaan halua tulevaisuudessakaan uhrata muuta elämänsä työnteon alttarille.

Opintojen alkutaival tuotti Tiialle haasteita. Edeltävistä opinnoista oli ehtinyt kulua jonkin verran aikaa. Tutkinnosta oli vaikea saada kokonaiskuvaa ja opiskelutehtävät tuntuivat monella jaksolla epäselviltä ja määrittelemättömiltä. Muutaman opintojakson tehtävät ovat jääneet roikkumaan tehtävänannon epäselvyyden vuoksi. Tiia on joutunut punnitsemaan tarkkaan, onko tutkinnon suorittaminen kaiken vaivan arvoista. Sisä ei kuitenkaan antanut periksi luovuttaa kesken, vaikka välillä opiskelu tuntuikin väkisin puurtamiselta. Muutamilta opintojaksoilta saatu käytännönläheinen osaaminen on valanut Tiiaan uskoa omaan osaamiseensa.

Muutamana päivänä kuussa tapahtuva intensiivinen lähiopetus sopii Tiialle paremmin kuin jokapäiväinen koululla istuminen. Tekniikan kanssa päivittäin työskentelevänä Tiia on välillä ihmetellyt, miksi etäopetusta ei käytetä aktiivisemmin opetuksen muotona. Opiskeluporukkaan ei juuri ole syntynyt ryhmähenkeä, eikä Tiia koe saavansa lähiopetuksesta merkittävästi lisäarvoa. Opiskelu on painottunut yksilötasoiseen tekemiseen, mikä sinänsä sopii Tiialle mainiosti.

Vapaa-ajallaan Tiia katsoo elokuvia ja sarjoja. Hän tapaa viikoittain kavereitaan sekä pitää netin kautta yhteyttä entisiin opiskelukavereihinsa. Laurean kautta hän on tavannut muutamia uusia ihmisiä, joilla on samoja kiinnostuksen aiheita. Käyttöliittymäsuunnittelu on kiinnostanut Tiiaa pitkään, ja hänelle on kertynyt jo suhteellisen näyttävä UX-portfolio Behanceen. Ammatilliset verkostot eivät ole Tiialle iso juttu, mutta hän auttaa mielellään tuttaviaan aina kun jollakulla on tarvetta hänen erityisosaamiselleen. Kaveripiirissä on pystytetty erilaisia nettisivuja ja rakenneltu pieni kimpakkalenterina toimiva mobiiliapplikaatio Android-alustalle. Projektit ovat Tiialle mukavaa ajanvietettä, ja häntä onkin vähän harmittanut, että Laurean hankkeet eivät osu lainkaan yksin hänen omien kiinnostuksen kohteidensa kanssa. Hän haluaisi käyttää osaamistaan mieluummin oikeiden sovellusten kehittämiseen kuin harrastuksenomaiseen tekniseen kikkailuun.

Tiian tyypillinen arkipäivä



Tietojärjestelmäosaaminen

Tiia Harju

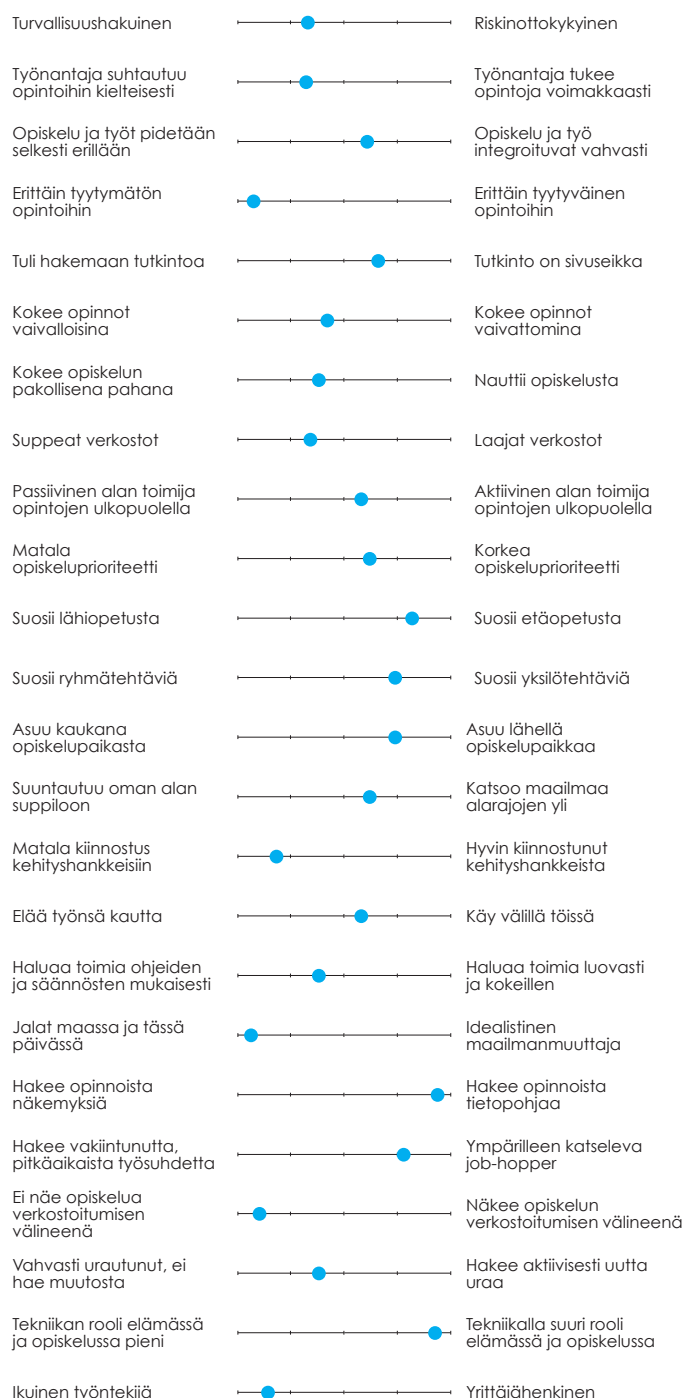
Mikä on merkityksellistä ja mikä merkityksetöntä oppimisen kannalta?

Tämänhetkiset tuntemukset, asenteet ja tottumukset

Erittäin suuri merkitys

-  Visualisointi
-  Tekemällä oppiminen
-  Työpajat
-  Uusien asioiden kokeilu
-  Vertaisoppiminen
-  E-Oppiminen
-  Keskustelut
-  Online
-  Kantapään kautta
-  Palaute
-  Oivallukset
-  Opettaminen muille
-  Poistuminen mukavuusalueelta
-  Lukeminen
-  Työskentely
-  Kirjoittaminen
-  Videoiden katselu
-  Kuunteleminen
-  Luento-opetus
-  Epähuomiossa
-  Joustaavana olo
-  Päivittäiset askareet
-  Tarkkailu

Erittäin pieni merkitys



Turvallisuusala

Tero Paajanen

Perustiedot:

Ikä: 35
Kotipaikkakunta: Hyvinkää
Perhe: Vaimo, 1-vuotias lapsi
Harrastukset: Kuntoilu
Ammatti: Johtava palotarkastaja
Työnantaja: Länsi-Uudenmaan pelastuslaitos

Tavoitteet:

- 1: Mahdollistaa urakehitys nykyisellä työnantajalla, niin ylöspäin kuin poikittain
- 2: Pohjustaa kaukonäköisesti urapolkua pitkälle tulevaisuuteen



Terolle on ollut selvää jo pitkään, että hän haluaa suorittaa ylemmän amk-tutkinnon. Laurean turvallisuusala oli hänelle ykkösvaihtoehto, sillä turvallisuuspuolelle orientoituneelle miehelle vaihtoehtoja ei ole liian monta.

Tero valmistui Laureasta turvallisuusalan tradenomiksi vuonna 2008 ja odotellessaan hakukelpoisuuden täyttymistä ylempään amk-tutkintoon hakemiseksi hän suoritti 15 pisteen edestä erikoistumisopinnot oppilaitosten turvallisuudesta.

Tero työllistyi alemman tutkintonsa jälkeen nopeasti Länsi-Uudenmaan pelastuslaitokselle. Kolmen vuoden päästä hänet valittiin toiseksi laitoksen johtavista palotarkastajista. Työnkuva ja sen ehdot ovat olleet Terolle mieleiset, ja töitä tarvitsee harvoin kantaa kotiin. Etenemismahdollisuudet ovat kuitenkin melko vähäiset. Muutaman vuoden päästä talosta on vapautumassa muutama ylempi virka, ja Teron tavoitteena on saada yamk-tutkinto valmiiksi ennen rekrytointin alkamista.

Tero aloittaa työpäivänsä melko varhain välttääkseen ruuhkia. Työmatka Hyvinkäältä Espooseen kestää autolla noin 45 minuuttia. Työmatkat ovat taaperon isälle nykyisin omaa aikaa; ennen hän teki paljon enemmän etätöitä.

Opinnot ovat solahtaneet mutkattomasti osaksi Teron arkea. Työn määrä on tuntunut kohtuullisen kovalta, mutta hän on saanut palautettua tehtävät ajallaan. Erikoistumisopinnoista kertyneet opintopisteet sai hyväksiluettua vapaavalintaisiksi opinnoiksi. Laureassa oli kyllä muutama kiinnostava vapaavalintainen kurssi, mutta "ylimääräisten" opintopisteiden suorittaminen ei silti tuntunut tarkoituksenmukaiselta.

Opintojen alkuvaiheessa ryhmälle esiteltiin EU-kehittämishanketta, jossa pyrittiin parantamaan sairaalan hoitotyön turvallisuutta. Tero koki että hänellä voisi olla hankkeelle annettavaa, mutta totesi, että hanketyöskentelyn soveltamisesta osaksi elämää koituisi tällä hetkellä enemmän häiriötä kuin hyötyä. Hän ei myöskään halunnut koetella työnantajansa myötämielisyyttä opintojaan kohtaan.

Tero on saanut soviteltua työaikansa niin, ettei opiskeluun ole tarvinnut käyttää lomapäiviä. Työnantaja on myös antanut luvan tehdä työn kontekstiin sopivat oppimistehtävät työpaikalle. Jotkut opintojaksoista ovat kuitenkin olleet niin kaukana omasta työstä tai kapea-alaisia tai tulleet liian nopealla varoitussajalla, että niiden anti on jäänyt teoreettiselle tasolle.

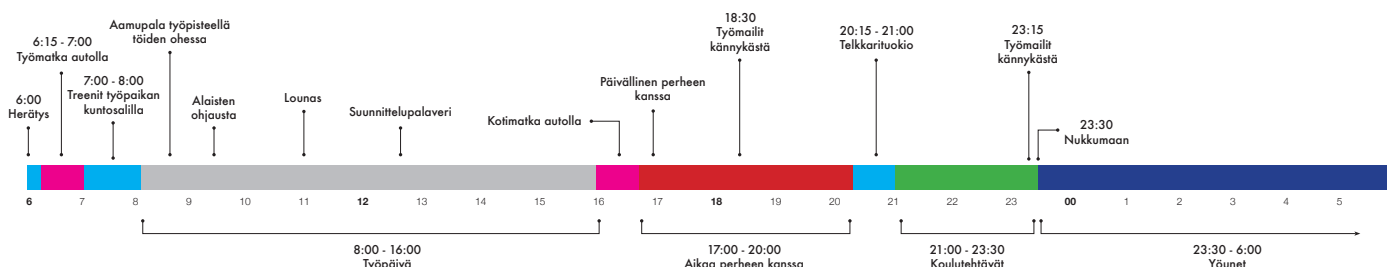
Johtamisen opinnot sekä kehitystyön menetelmät ovat tarjonneet esimiesasemassa työskentelevälle Terolle arvokkaita oivalluksia. Lähiopetuspäivien hyvää antia ovat olleet myös kovatasoisten opiskelijakollegoiden kanssa käytävät keskustelut haasteiden ratkaisemisesta muissa organisaatioissa. Monesti jollakulla opiskelijoista tuntuu olevan opetettavasta aiheesta vähintään samantasoiset tiedot kuin luennoivalla opettajalla. Ryhmätöitä opintoihin kuuluu vain vähän, ja yksilötehtävät sopivatkin Teron aikatauluihin paremmin.

Tero toivoisi opinnoilta enemmän joustavuutta ajan ja paikan suhteen. Perheellisen miehen aika on rajallista, ja siksi hän odottaisi saavansa vastinetta lähiopetukseen ja edestakaiseen autoiluun käytettävälle ajalle.

Opiskeluryhmästä on löytynyt jonkin verran verkostoitumisen kannalta kiinnostavia henkilöitä. Vaikka Terolla ei ole nyt ajatuksena vaihtaa työnantajaa, eläköitymiseen asti hän ei usko nykyisen työnantajansa palveluksessa olevansa. Tero pyrkii ehtiessään osallistumaan myös ASIS Finlandin tilaisuuksiin sekä epävirallisempiin Laurean opiskelijoiden Turva-XX-ryhmän illanviettoihin.

Terolla on kova luotto omaan osaamiseensa. Kokemuksensa, tulevan korkean tason tutkintonsa sekä sopivien tuttavuuksien ansiosta hän uskoo olevansa myös tulevaisuudessa kovaa valuuttaa turvallisuusalan työmarkkinoilla.

Teron tyypillinen arkipäivä

























Turvallisuusala

Tero Paajanen

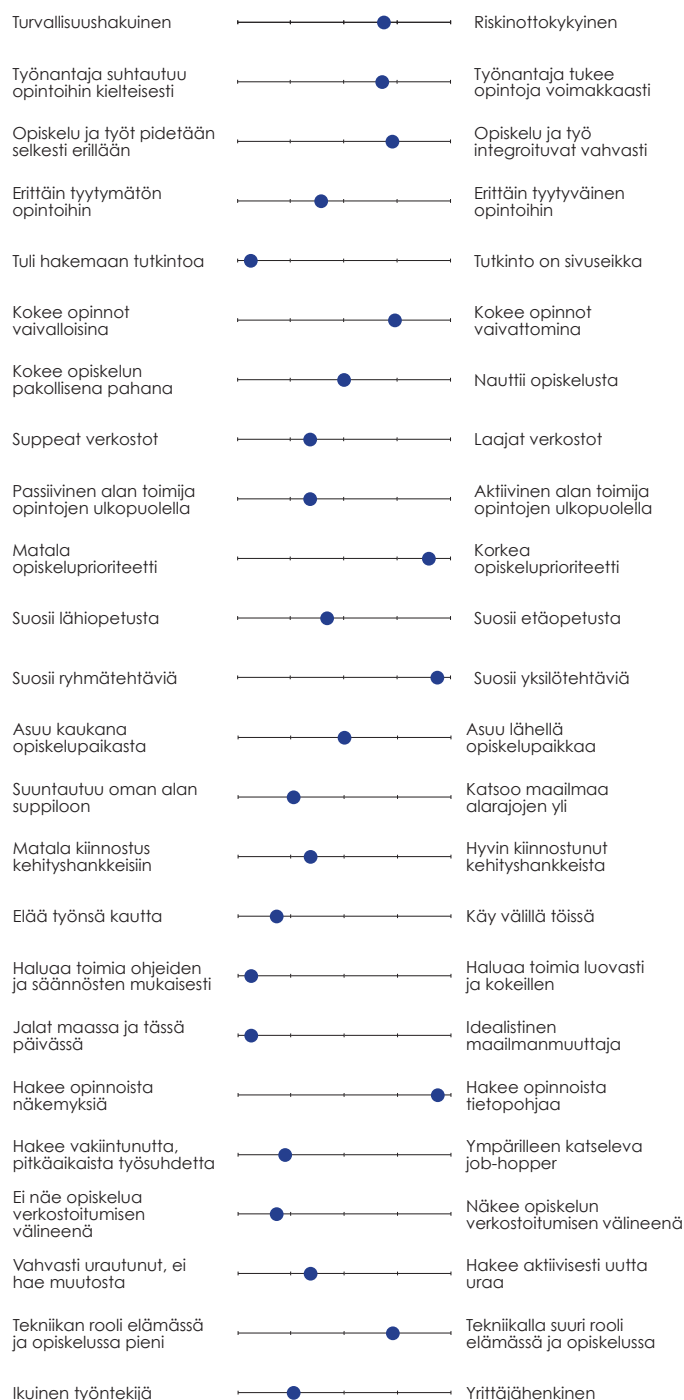
Mikä on merkityksellistä ja mikä merkityksetöntä oppimisen kannalta?

Tämänhetkiset tuntemukset, asenteet ja tottumukset

Erittäin suuri merkitys

-  Keskustelut
-  Tekemällä oppiminen
-  Vertaisoppiminen
-  Palaute
-  Työskentely
-  Uusien asioiden kokeilu
-  Opettaminen muille
-  Kuunteleminen
-  Oivallukset
-  Luento-opetus
-  Online
-  Kirjoittaminen
-  E-Oppiminen
-  Poistuminen mukavuusalueelta
-  Tarkkailu
-  Päivittäiset askareet
-  Lukeminen
-  Visualisointi
-  Työpajat
-  Kantapään kautta
-  Joutilaana olo
-  Videoiden katselu
-  Epähuomiossa

Erittäin pieni merkitys



Sosiaali- ja terveysala

Mervi Bergström

Perustiedot:

Ikä: 39

Kotipaikkakunta: Helsinki

Perhe: Aviomies, 15- ja 17-vuotiaat lapset

Harrastukset: Kuoro, jos aika sallii

Ammatti: Sosiaalihoaja

Työnantaja: Helsingin kaupunki

Tavoitteet:

1: Ylempi korkeakoulututkinto avaa portin etenemiseen nykyisessä työssä

2: Haluaa rutiinitöistä mielenkiintoisiin asiantuntijatehtäviin



Mervillä on takanaan pitkä ura sosiaalialalla, mutta hän ei päätenyt alalle suorinta reittiä. Lukion jälkeen Mervi opiskeli biologiaa yliopistossa ja työskenteli osa-aikaisena hotellin vastaanotossa. Hän ei kuitenkaan kokenut kumpaakaan kovin merkitykselliseksi. Mervi keskittyi perheen perustamiseen ja kahden äitiyslomansa aikana hänellä oli aikaa pohtia, mitä haluaa elämältään. Mervi suoritti sosiaalialan ohjaajan tutkinnon ja työllistyi Helsingin kaupungin sosiaalitoimeen. Vuonna 2001 hän päivitti tutkintonsa sosionomin AMK-tutkinnoksi ja sai pian vakituisen viran työpaikaltaan. Parhaillaan hän työskentelee sosiaaliohjaajana ja on erikoistunut lapsiperheiden varhaiseen tukeen. Hänen omat lapsensa alkavat olla jo pesästä lentämisen kynnyksellä.

Ylempi korkeakoulututkinto on Merville edellytys uran edistämiseksi nykyisessä työpaikassaan. Työpaikan vaihto on jossain vaiheessa käynyt mielessä etenkin SoTe-uudistuksen myllätessä kiivaimmillaan. Tällä hetkellä Mervi pyrkii kuitenkin rakentamaan uraansa nimenomaan nykyisen työnantajansa palveluksessa. Työllisyydestään hän ei ole huolissaan, sillä hän näkee väestön ikääntymisen ja SoTe-alan korkean ikärakenteen luovan paljon työmahdollisuuksia itselleen. Hän uskoo myös, että ylemmästä korkeakoulututkinnosta tulee olemaan paljon hyötyä.

Mervin lähiesimies pyrkii tukemaan opintoja mahdollisuuksiensa mukaan, mutta työnantajan politiikka suosii tutkinto-opiskelun sijaan omiin, matalamman profiilin koulutuksiin osallistumista. Mervi kuitenkin saa käyttää opintoihin saa käyttää muutaman palkallisen päivän lukukaudessa. Hän on onnistunut sitomaan oppimistehtävät työtehtäviinsä melko hyvin. Mervi kuitenkin pyrkii pitämään opiskelua ja työntekeä hieman erillään, koska koulutehtävät helposti paisuvat työpaikalla pitkiksi projekteiksi, jotka lisäävät hänen työtaakkaansa. Mervi pohtii, uskaltaako tehdä edes opinnäytetyötään työnantajalleen.

Laurea ei ollut ensisijainen vaihtoehto Mervin opiskelupaikaksi. Hän oli hakenut vuotta aiemmin Metropolia Sosiaali- ja terveysalan

kehittämisen ja johtamisen ohjelmaan, muttei päässyt sisään. Seuraavana vuonna hän haki sekä Laureaan että Metropoliaan, ja pääsi Laureaan. Mervi otti paikan vastaan, vaikka koulutusohjelman nimi ei ihan suoraan omaan työnkuvaan täsmännytkään.

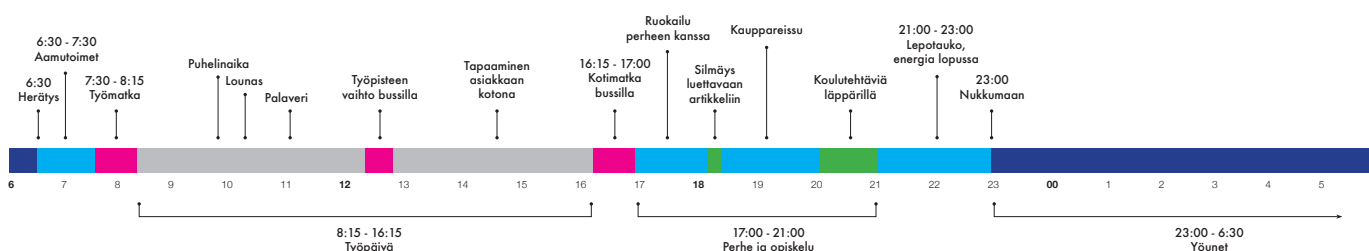
Mervin johtotähtenä on ollut tutkinnon suorittaminen, eikä arvosanoilla tai suoritustavalla ole hänelle suurta merkitystä. Ryhmäkeskusteluihin painottuva opetusmenetelmä on kuitenkin antanut hänelle paljon näkemyksiä käytännön työhön ja opettanut enemmän kuin perinteinen kirjojen pöytätyö tai "kalvosulkeiset". Koulussa on myös saanut uudenlaisia näkemyksiä tekniikan ja asiakaslähtöisen palvelukehityksen sovelluksista SoTe-alalla.

Mervin opiskeluryhmä ei juuri ole tekemisissä toistensa kanssa opintojen ulkopuolella, vaikka ovatkin perustaneet oman Facebook-ryhmän. Mervi pyrkii pikemminkin kasvattamaan ammatillisia verkostojaan Helsingin kaupungin organisaation sisällä. Mervi pitää kuitenkin mieluiten siviilielämänsä ja työmaailman erillään.

Oppimistehtävät Mervi on saanut palautettua ajallaan, vaikka pitkän opiskelutauon jälkeen tehtävänännöt tuntuivatkin laajoilta ja epätarkoilta. Lähiopetuksessa on onneksi saanut ohjausta tehtävien suorittamiseksi.

Verkko-opinnot Merviä eivät juuri kiinnosta. Säännöllinen lähiopetus pakottaa pitämään tiettyä rytmää opinnoissa. Verkkokeskusteluilla ei myöskään päästäisi samalle pohdinnan ja nonverbaalisen kommunikoinnin tasolle kuin lähiopetuksessa. Tekniikalla tuntuu muutenkin olevan nykypäivänä liian iso rooli ihmisten elämässä.

Mervin tyypillinen arkipäivä

























Sosiaali- ja terveysala

Mervi Bergström

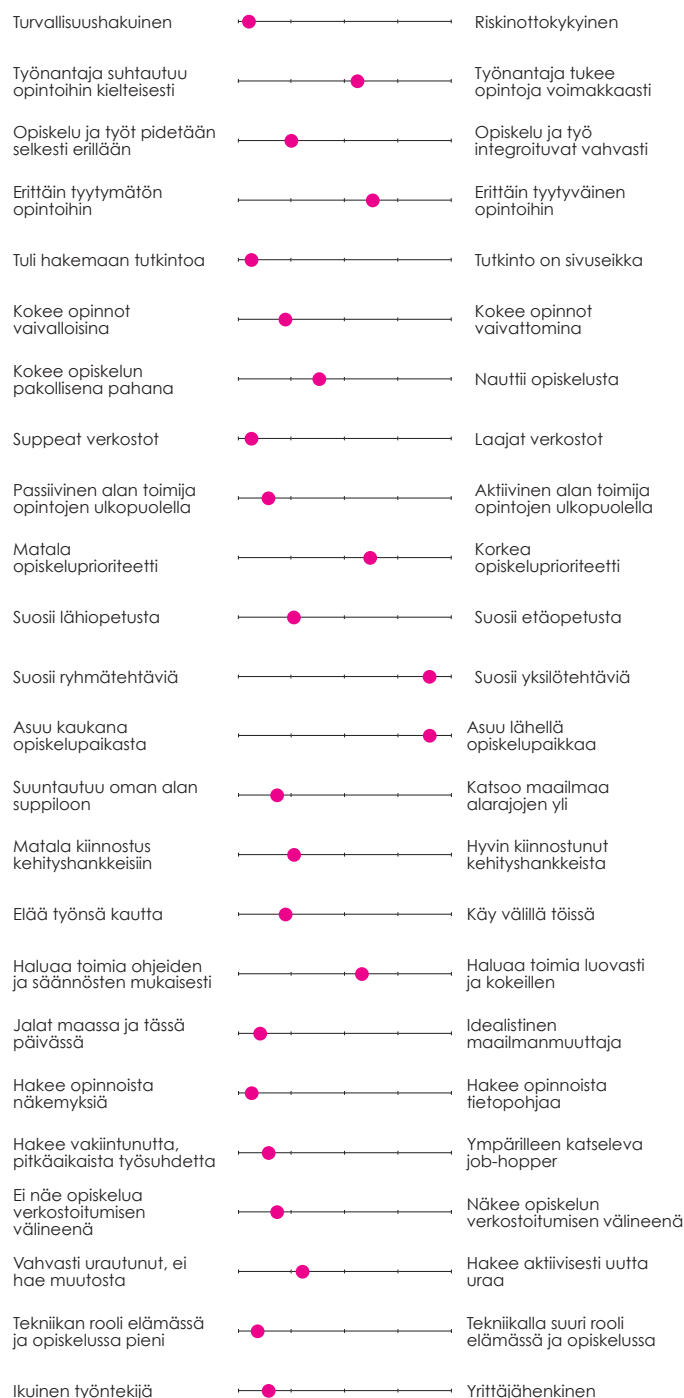
Mikä on merkityksellistä ja mikä merkityksetöntä oppimisen kannalta?

Tämänhetkiset tuntemukset, asenteet ja tottumukset

Erittäin suuri merkitys

-  Tekemällä oppiminen
-  Vertaisoppiminen
-  Keskustelut
-  Uusien asioiden kokeilu
-  Palaute
-  Opettaminen muille
-  Työskentely
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-  Tarkkailu
-  Poistuminen mukavuusalueelta
-  Online
-  Videoiden katselu
-  Epähuomiossa
-  Päivittäiset askareet

Erittäin pieni merkitys



Liiketalous

Veera Pajulahti

Perustiedot:

Ikä: 35

Kotipaikkakunta: Helsinki

Perhe: Aviomies, 4- ja 6-vuotiaat lapset

Harrastukset: Valokuvaus, juoksu

Ammatti: Koulutuskoodinaattori

Työnantaja: K-Instituutti

Tavoitteet:

1: Löytää uusi, luovempi urapolku tai remontoida nykyisen työpaikan ilmapiiri

2: Kehittää uskottavat kannukset palvelumuotoilijana ja kehittäjänä



Veeralla on käynnissä etsikkoaika. Viimeiset neljä vuotta hän on työskennellyt Keskolla K-instituutin koulutuskoodinaattorina. Veera on periaatteessa tyytyväinen nykyiseen työhönsä: työpaikka on vakaa, työkuviot vakiintuneita ja kollegat mukavia. Työ vain ei enää tarjoa ammatillista tyydytystä. Isossa talossa perinteistä pidetään vahvasti kiinni, vaikka monia asioita olisi tarpeen muuttaa.

Veeralla on jatkuvasti monta rautaa tulella niin töissä kuin vapaa-ajallakin. Kaksi lasta pitävät kiireisinä, ja hän osallistuu myös aktiivisesti työpaikan erilaisiin työryhmiin ja virikekerhoihin. Hänen pitkäaikaisesta valokuvausharrastuksestaan on tullut jo sivutoiminen ammatti: viikonloppuisin Veera tekee usein toiminimensä kautta hääkuvauskeikkoja.

Veeralla ei ollut ammatillisia paineita hankkia ylempää korkeakoulututkintoa, mutta Laurean Service Innovation and Design -koulutusohjelman kuvaus kotiin lähetetyssä hakuoppaassa kuulosti kiinnostavalta. Veera uskoi englanninkielisen koulutusohjelman antavan lisäarvoa kansainvälistyvässä työelämässä.

Opiskelun alku oli Veeralle iloinen yllätys. Opetusmenetelmissä ja opetuksen sisällöissä oli huomattava ero verrattuna kymmenen vuotta sitten käytyihin tradenomin opintoihin. Opiskeluryhmän energisyys ja monialaisuus tekivät lähiopetuspäivistä kuukauden kohokohtia. Itsenäisen opiskelun soveltaminen muuhun elämään puolestaan on ollut työlästä; muutoseikkoja painottavat raportit tuntuivat irralliselta muuten käytännönläheisessä koulutuksessa. Vertaistukea oli onneksi jatkuvasti saatavilla muilta ryhmäläisiltä porukan Facebook-ryhmän kautta.

Veera ei pääse etätehtävien kimppuun ennen kuin lapset ovat menneet nukkumaan, ja monesti tietokonetta tulee naputeltua pikkutunneille saakka. Ryhmätöiden tekeminen verkossa Skypen ja Google Driven kautta on ollut Veerasta mukavampaa kuin yksin

puurtaminen.

Verkko-opintoja

Veera ei silti ole

kaivannut, koska

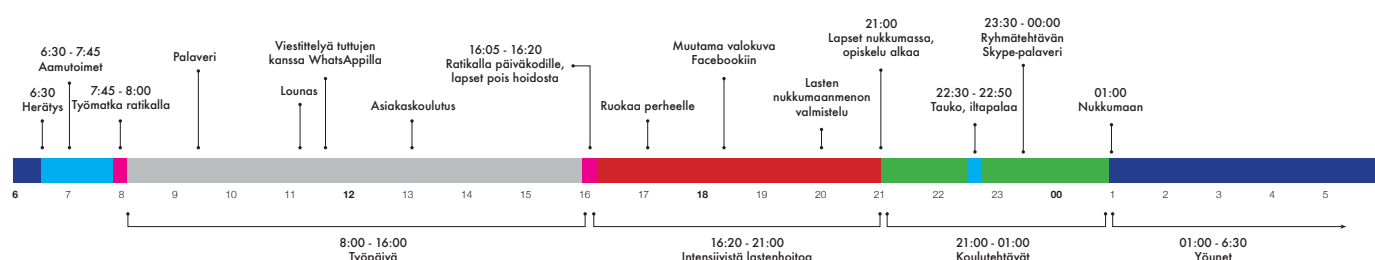
lähiopetuspäivät ovat niin energisoivia. Myöskään niissä käytettävät menetelmät eivät Veeran mielestä taipuisi verkossa toteutettaviksi.

Veera on saanut käydä lähiopetuspäivillä työajallaan, koska niitä on vain pari kuukaudessa. Oppimistehtävät hän pyrki aluksi tekemään omalle työpaikalleen, mutta työnantajan juurtuneisuus vanhoihin toiminta- ja ajattelumalleihin alkoi pian tuntua turhautavalta. Veera alkoi tehdä ryhmätöitä luokkakaveriensa organisaatioihin, eikä enää viitsinyt esitellä niissä oppimiaan asioita esimiehilleen.

Veera on innostunut opiskelualastaan tosissaan. Aiheen ympärillä pyörii rutkasti verkostoitumistilaisuuksia ja seminaareja, joihin Veera pyrkii osallistumaan. Hänen perusuunteeseensa ei kuitenkaan kuulu itsensä tuputtaminen vieraille ihmisille, joten kontaktin saaminen alan yrityksiin on tuntunut haastavalta, etenkin kun omaa näyttöä vastaavasta toiminnasta ei ole vielä suuremmin kertynyt. Kokemuksia kerätäkseen Veera osallistui muutaman luokkakaverinsa kanssa innovaatiokilpailuun, jossa kehitettiin uusia palveluita yksin asuville vanhuksille. Ryhmän kehittämä konsepti lähialueen aktiviteetteja ehdottavasta tablettisovelluksesta sai kisassa hyvää palautetta, ja kokemus kasvatti Veeran uskoa omiin kykyihinsä.

Veera pitää aktiivisesti yhteyttä opiskelukaverihinsa. Lähipiirin kesken on käyty puolivakavaa keskustelua oman yrityksen perustamisesta, mutta asia on jäänyt puheen tasolle ajatusten hajanaisuuden ja puuttuvan asiakaskunnan vuoksi. Tulevaisuudessa Veera kuitenkin haluaisi päästä käyttämään luovuuttaan ja uutta osaamistaan täysipäiväisesti. Hän on jo alkanut etsiä netistä erottuvan näköistä CV-pohjaa.

Veeran tyypillinen arkipäivä



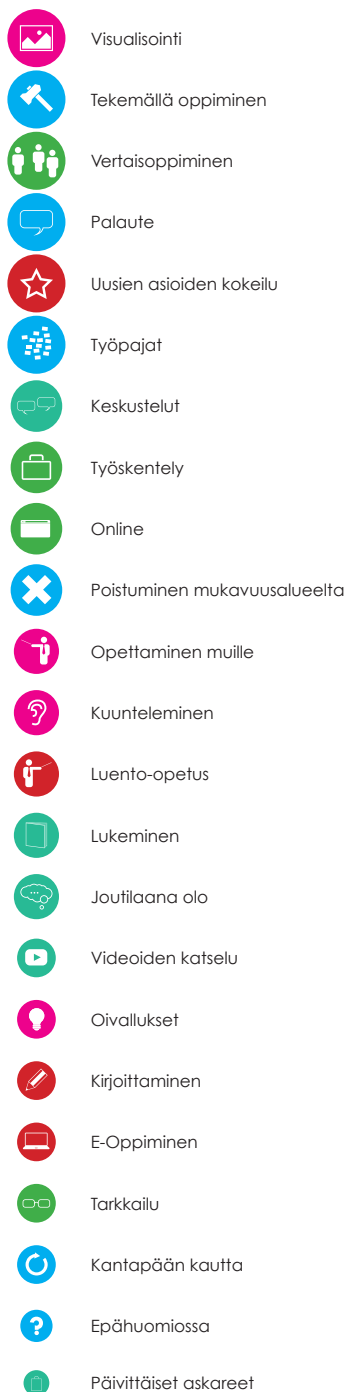
Liiketalous

Veera Pajulahti

Mikä on merkityksellistä ja mikä merkityksetöntä oppimisen kannalta?

Tämänhetkiset tuntemukset, asenteet ja tottumukset

Erittäin suuri merkitys



Erittäin pieni merkitys

